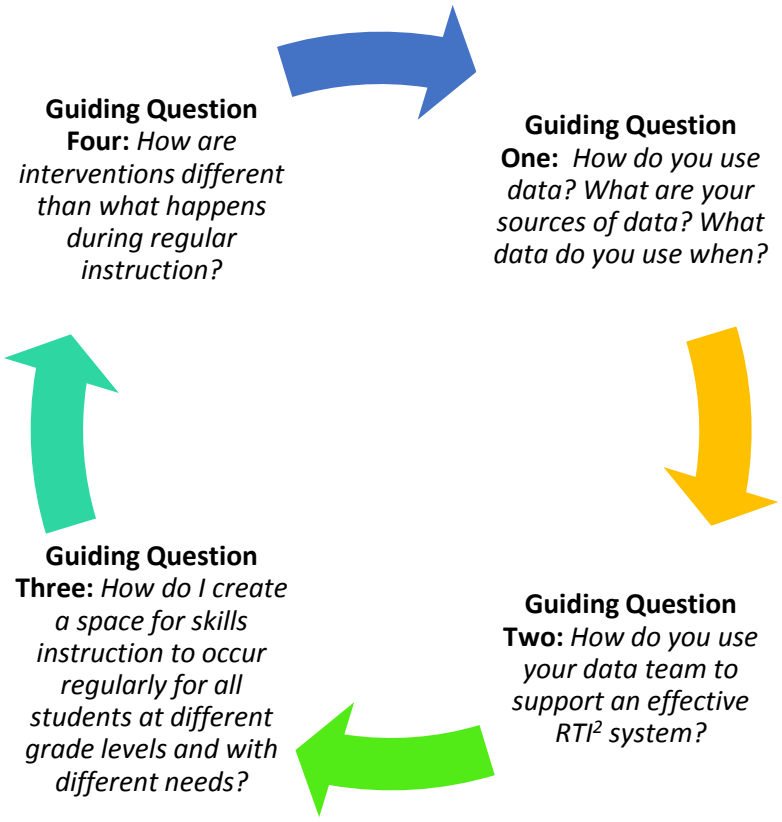
District Response to Instruction and Intervention

High School Planning Workbook

Spring/Summer 2015



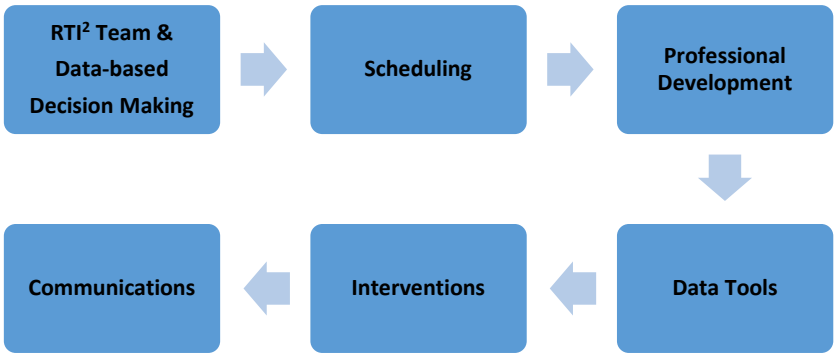
Response to Instruction and Intervention (RTI^2) is an ongoing process that requires continual planning reflection. It is essential that we share our successes and continue to overcome our problems of practice.

What is included in the High School Planning Workbook?

The following High School Planning Workbook is a tool designed to support high school discussions and support planning for high school RTI^2. This tool will provide guidance to high schools planning and allow high schools to tailor RTI^2 practices to each unique high school. It is divided into the six parts of planning for secondary RTI^2:

1. **RTI^2 Team & Data–based Decision Making:** This section will help one build an RTI^2 data team, assign roles and begin training your team for effective data discussions.
2. **Scheduling:** This section will help the team think through the important questions before scheduling, determine schedule expectations, tools to analyze current practices, and several sample high school approaches including a student-choice elective focus and a CTE elective focus).
3. **Professional Development:** This section provides phases of professional development and guiding questions for each phase of professional development necessary to support an effective RTI^2 implementation.
4. **Data Tools:** This section provides an overview of how to use a screening tool to identify at-risk high school students, how to make decisions with screening tools, and how to support the data collection and analysis processes.
5. **Interventions:** This section provides intervention guidance, skill focus areas for reading and math as well as checklists and sample course syllabi. (Appendix F has course overview templates).
6. **Communications:** This section provides multiple templates for communicating with parents about general RTI^2 overviews, student progress, and student placement.

Each section includes guidance, connections to practical high school examples, and links to additional resources. Several appendices include detailed resources, examples and case studies.



The Reason for RTI^2

The role of the public education system is to prepare ALL students for success after high school. Response to Instruction and Intervention (RTI^2) is designed to empower educators to give *every* student the opportunity to meet high expectations and the support to reach them. This three-tiered system helps educators differentiate instruction as students need extra help. Tennessee schools are moving to this framework and high schools are expected to implement by July 2016. Tennessee State Standards set high expectations for student achievement.

- The RTI^2 framework is a multi-tiered delivery system aligned with the department's beliefs and allows for an integrated, seamless problem-solving model that addresses individual student needs.
- The RTI^2 framework relies on the premise of high-quality instruction and interventions tailored to student need where core instructional and intervention decisions are guided by student outcome data.
- The RTI^2 framework has district and school teams making local decisions to create an RTI^2 framework. This framework allows school teams to identify the supports every child needs to achieve academically.

The road to RTI^2 follows three principles

1. **Leadership** at the state, district, and building level is essential for ensuring the success of ALL students throughout the RTI^2 Framework.

2. A **culture of collaboration** that is focused on student achievement, for both struggling and advancing students, should include educators, families and communities.

3. RTI^2 is a **process focused on** high school intervention that uses assessment data for instruction, intervention and wrap around supports to ensure students are prepared for post-secondary training and college.

Why implement RTI^2 in high school?

Historically, many students have struggled academically in secondary schools. By middle school and high school, the focus on supporting struggling students has been accommodations and modifications instead of addressing the skill deficit. Due to lack of training in basic skill areas and lack of time in the instructional day to address these deficits, accommodations such as books on tape, advanced organizers, etc. were used to accommodate reading and math deficiencies rather than providing intervention in those areas to increase the skill level of students. Middle schools and high schools have not been properly trained or prepared to meet students' needs in relation to basic skills intervention. Therefore, secondary students have only received the accommodations necessary to meet graduation requirements without having basic math and reading deficits addressed.

We can close that skill gap by direct focus, intervention, and practice at a student's instructional level using age-appropriate materials — and simultaneously support grade-level work with appropriate front loading opportunities and accommodations so students can meet the requirements for graduation. Most

importantly this focus will increase students' foundational skills which will lead to improved post-secondary outcomes.

For example, a student who reads at a fourth grade level will not be able to read texts required for post-secondary success such as a newspaper, job or school application, or a technical manual. By identifying and intervening in the area of reading, this same student can graduate from high school reading on an eighth- or ninth-grade level which would then allow him to access the texts listed above and open doors to successful post-secondary opportunities.

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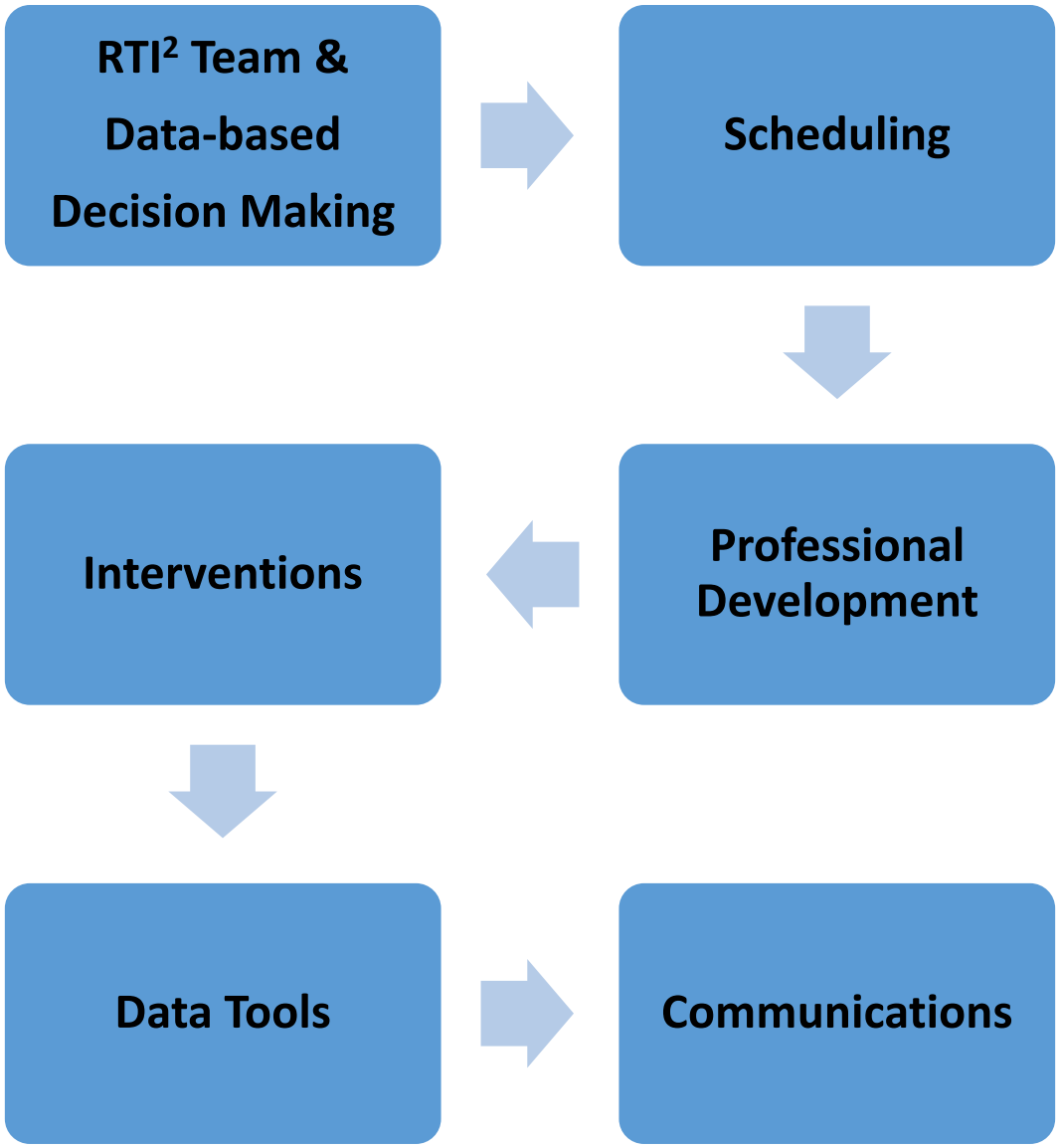
HS Planning Decisions

The following areas represent the key planning components for implementing RTI^2 at the high school level, and this workbook is organized into these sections to provide support resources and ideas for planning aligned to each area.



RTI^2 Data Team

Who should be on your RTI^2 Data Team?

1). Members should believe in the "Why" of RTI^2.

2). Members should serve a clear stakeholder group and have a clear role.

3). Members should be representative of the stakeholders in your building.

4). Members should fit the roles below.

What are the responsibilities of your RTI^2 Data Team?

1. **Team Leader** (This role manages goals, norms, and meeting agendas, facilitates the "asks the right questions" focus, and supports the needs of the team. This team leadership role can be taken by the principal, assistant principal, guidance counselor or teacher leader, and this role should have a strong understanding of student data, RTI^2, and instructional practices. The leader also guides the yearlong reflection and adaptation of building plans).

2. **Recorder** (This role keeps historical records of the mission and the team purpose, documents meeting decisions and tracks student record keeping. The recorder also keeps team records for student data folders and distributes documents to parents, students and to other staff members).

3. **Data Specialist** (This role helps support data conversations, provides team expertise on screening tools and progress monitoring tools. This team member analyzes student data to share with the team and provides student data in charts, tables and graphs to ensure the data is digestible in a form for good student-focused, decision making).

4. **Focus Monitor/Time Keeper** (This role keeps the group positively focused on student growth and supporting student needs. This team member informs the group of time frames for different conversations and keeps guard rails against excuses and side bar conversations. This role also should have a solution-oriented focus and be able to pose possible solutions to help the group move forward in decision making).

5. Reading/Math Expert-Lead Interventionist (This role supports skill progression development for the building [or district in small district settings], develops and supports intervention lesson planning. This role also facilitates problem-solving discussions by providing tailored intervention supports).

6. Interventionists (This role provides observational data for the team around student performance and student responsiveness to interventions. This team member helps guide the discussion with a student-focus lens).

7. Other key stakeholder representatives-administrator, counselor, CTE Director, psychologist (These roles are specific the needs and culture of a high school and provide alternative viewpoints, perspectives and ideas to support the students' needs).

How should meeting participants engage in challenging RTI^2 work?

1. Prepare role-specific resources
2. Be present and engaged
3. Ask the right questions
4. Participate honestly and constructively

What are my first steps as a RTI^2 data team leader? As the RTI^2 data team leader, you are the facilitator of RTI^2 in your school building. After selecting your team members, you will have several planning steps beginning with your first team meeting. This document has several resources to support your thinking, planning and developing your RTI^2 team. (See PLC Guide X for detailed support on your planning and running your first RTI^2 data team meeting.)

1. Help your team agree on roles and team norms. (Include decision making agreements in norms –e.g. consensus only, voting, etc.)

2. Develop vision and mission to support the "why". (This element is crucial for the team when student discussions become challenging).

3. Collect and analyze incoming student data. (Consider using an Early Warning Identification Template [EWIT] to help organize multiple kinds of student data).

4. Ask the right questions of data! (See the PLC Guide in Appendix E for designing strong data questions).

5. Continually question the quality of the data. Is it the right data? Do we need more data? Do we need different data? (There are several case studies in Appendix E to help refine your data team's decision making practices. This data focus will help teams determine what supports are best for the unique needs of the students at your high school).

6. Develop schedules and create supports to meet all student needs. (See the scheduling section for supports in creating an effective schedule for your school's needs).

Connections to a Tennessee High School: Elizabethton High School Data Meeting Protocols

Meeting Norms

All decisions are data-based.
Collaboration is key.
Students are at the center.

Elizabethton Rules of the Road (for Data Teams)

1. FIRST, do no harm. Students must be able to graduate.

2. Universal Screening Scores weigh the heaviest in the Early Warning Identification Template.

3. Previous testing information is the next consideration.

4. Attendance and course grades are also factored in.

5. Additional needs such as special education and socio-economic status are discussed regarding students on a case-by-case basis.

6. Behavior needs are addressed separately. Alternative school options rather than intervention.

7. Guidance counselors review every schedule before changes are made to ensure graduation requirements are aligned to supports for students.

Additional Data Team Recommendations:

First, a high school needs to create a culture shift to be data-driven. The best members are your motivated and excited teachers. Principals, teachers and guidance counselors are essential members of the team. Ensure that the pieces of data that are most essential are present in the data decision-making process. Include graduation plans, plans of study, special education status, and economic status in conversations.

Scheduling

A high school master schedule is an intricate matrix that must meet many different state and local requirements. Each school must develop, revise and maintain a master schedule that meets all of the unique needs of its students. Therefore, the state has collected resources, guidance supports to help high school administrators ensure that their master schedule supports the needs of all students attending their high school. These resources can be found in Appendix A and B or online at the TDOE RTI^2 page.

Many of these resources discuss the use of a "*skinny period*" when scheduling. The term, skinny period, refers to an additional time during the school day that is shorter than a full period or block. The skinny period is typically 30 minutes and is where high schools will incorporate Tier II interventions, remediation supports and enrichment supports for students. This time can be tailored and designed to provide wrap around supports for students that could not be accomplished during credit bearing coursework. Ie. ACT prep, standards remediation, reading fluency interventions

Ultimately, scheduling decisions are a LEA decision. All resources and tools in this section and in the appendix are designed to support high school decision making.

Questions to Ask Before High School RTI^2 Scheduling

- What does RTI^2 need to look like at my school?
    a. Tier II – What does Tier II look like? Who does it serve? When does it happen?
    b. Tier III – Am I using a scheduled credit-bearing class? Who teaches this class? How long is this class? How many times can student take this class?

- How will the schedule change to allow RTI^2?
    a. See the time inventory to support these decisions. (Appendix A)

- How can I use a staff inventory to determine which personnel will be used during RTI^2?
    a. Tier II
        i. Who will teach math and reading intervention classes?
        ii. Who will teach content remediation classes? (Which content areas will be included?)
        iii. Who will teacher enrichment classes?
    b. Tier III
        i. Who will teach math and reading intervention classes?
    c. See personnel inventory to support these decisions. (Appendix A)

- How will Special Education interventions fit into the schedule?

- What does my screening/Early Warning Identification Template (EWIT) data tell me about the number of Tier II intervention/remediation/enrichment groups needed? How many Tier III math and reading intervention classes will be needed?

- Have I surveyed my students to determine what enrichment options should be offered? Have I surveyed my teachers to determine what remediation should look like?

High School ELA/Math Scheduling Recommendations

(excerpts from the RTI^2 Manual and Clarifications document)

Tier II	**9-12 (traditional)**	**9-12 (block)**
Reading	30 minutes daily	30 minutes daily
Mathematics	30 minutes daily	30 minutes daily
Tier III	**9-12 (traditional)**	**9-12 (block)**
Reading	45-55 minutes (225-275 minutes weekly)	45-60 minutes (225-300 minutes weekly)
Mathematics	45-55 minutes (225-275 minutes weekly)	45-60 minutes (225-300 minutes weekly)

Diverse building and grade-level structures may have an effect on scheduling. While it is recommended that students in grades 9-12 receive Tier III interventions for 45-60 minutes daily,

in some instances this may not be possible. However, students in need of Tier III interventions should receive a minimum of 225 minutes each week.

Recommended Teacher to Student Ratios

	Grade	Ratio
Tier II	9-12	1:12
Tier III	9-12	1:12

This chart provides general recommendations and best practice recommends that schools monitor progress monitoring data to determine if intervention groups of this size are effective or if student to teacher ratios need to be reduced.

Tennessee has approved courses for Tier III mathematics intervention and Tier III English language arts (ELA) intervention course. The following guidance applies to both the Tier III math and ELA intervention courses:

- These elective courses can be offered for half or one whole credit.
- Students still have to take the four required mathematics and ELA courses to earn a diploma.
- Students can take these courses as many times as the student's data shows it is needed.
- Since instruction is based on component 4 (Tier III) of the Response to Instruction and Intervention manual, these courses are based on an individual student's area of deficit and not a set of standards like other approved high school courses.
- It is recommended for Tier III intervention to be at least 45 minutes in duration.
- Districts should monitor schedules of these students closely to ensure they are still taking all the courses required to graduate.
- Guidance in the past stated these courses needed to be taught by a 9-12 certified teacher; however, it is now permissible for these courses to be taught by any certified teacher.

Note: Current best practice for Tier II is to build time into the master schedule. If schools choose to include Tier II into the master schedule the following guidance applies:

- Schools can use the same permanent course codes as during the regular scheduled periods/blocks.
- Grading, awarded credits, and length of time per class is a local decision.
- Although length of time is a local decision, it is recommended that Tier II classes be at least 30 minutes in duration.
- Districts can choose to issue a numeric grade or use a pass/fail or progressing/not progressing model for grading.

All decisions on grading, credits, and length of time for any Tier II high school course is entirely up to the local school district.

Course Codes:

- Tier III English Language Arts Intervention: 3017
- Tier III Mathematics Intervention: 3180

A local school board can pass an "intervention academic elective focus" for students who are extremely behind and will need Tier III over the course of their high school years. This is not in the manual and is a local education agency decision and action. *This clarification was released in the Director's Update in March 2015.*

What are ways that I can incorporate RTI^2 into my master schedule?

1). Skinny block
2). Enrichment through elective focus

What is the skinny block structure? The skinny block structure typically adds a thirty minute period to the master schedule that provides all students with a tailored time during the day. Usually, schools scheduled enrichment, remediation and intervention during the skinny period time.

Connections to a Tennessee High School: Stewart County High School experiences success

Stewart County High School has created a skinny block to encompass intervention, remediation and enrichment offerings for all students during a 30 minute period before lunch. During this time students receive thirty minute rotations of enrichment, tutoring, credit recovery and skill based interventions.

Their juniors all received ACT Prep rotations. Many juniors commented how well prepared they felt from the ACT prep skinny period. The real success occurred when the high school principal, Mike Craig received the ACT results for the school year. His student average in 2015 was a full point higher than 2014. He was also pleased to see that the science subscore had raised an entire point as well.

His seniors also experienced several successes from their enrichment rotations. His seniors received extensive support on FASFA documentation, completing scholarships and getting all TNPromise documentation completed by the deadlines. Mike Craig explained, "We received tremendous compliments from the state about how many of our students had completed the TNPromise paperwork."

Finally, one of the largest successes of their skinny block was the change in building culture. Their students had been scheduled in with one teacher during the skinny block. The principal was impressed with some of the conversations occurring and the teacher-students relationships that occurred out of this time period. He explained that teachers began developing enrichment curriculum based on student feedback and requests. "It has been amazing to see the positive relationships and the improvement in our student culture from this focus," stated Mike Craig.

What is an enrichment through elective focus?

The elective focus is a crucial yardstick in the high school student's path to graduation. Not only must students meet the elective focus requirement in order to receive a diploma, but additionally, the requirement opens opportunities for students to deepen, expand, and enrich their studies in areas outside of the core general education curriculum. Art, music, career and technical education (CTE), Advanced Placement (AP), and further upper-level math, science, and humanities coursework are among the options available for students to fulfill their elective focus.

How does RTI^2 function alongside the elective focus requirement?

Depending on the school's schedule, principals may choose to insert a dedicated period for intervention and enrichment. Whether this period is inserted as a skinny block, incorporated as part of the lunch rotation, or tacked on as an additional period in a 7-period day, the driving question with this sort of scheduling decision becomes: How am I serving all students during this time in a manner that maximizes instruction and accounts for the needs of learners in each tier? The following represents a handful of key strategy points for principals to consider.

Making enrichment meaningful. For students not identified for intervention, how is that time being used? Tier III students can receive credit for work in a dedicated intervention period, and fulfill their elective focus requirement in "intervention." But what is the carrot for other students? Providing an array of enrichment offerings that incentivize students to get ahead in their personal postsecondary plans, or that will complement their high school experience in ways not offered by the traditional curriculum, can help make a skinny period relevant for all learners in the building. Tier III students, who by definition comprise a very small subset of learners, should be receiving targeted interventions at this time in structured classroom or tutoring environments. However, the remaining 95% or so of students should be using that time in a similarly structured manner. Examples include extended "spill-over" periods for lab-based CTE courses, early postsecondary opportunities (dual credit/enrollment), certification preparation and testing, and more.

- *Enrichment through CTE.* Some directors report that CTE can be a key reason some students remain engaged in their coursework. For students who fit this description and who also do not fall in the bottom bracket of achievement, CTE is a golden opportunity to deepen learning through extended lab work and projects that may require more time than a single period to complete. Say a carpentry class engaged in a unit-long project to build a tool shed could use the extra time required to set up the equipment, go through the safety protocols, and put it all back again. The period could spill over into the skinny to allow students extended time to work on that project, and allow the teacher more time to identify and provide individualized support.
- *Additional support through CTE.* Consider an alternative situation, in which the bell rings and the carpentry students disperse for their skinny. One or two students will go to a Tier III period for intensive remediation; maybe three or four students are considered advanced enough to continue working on the tool shed with minimal teacher supervision. The remaining three students, however, have been identified as Tier IIs with below-grade level understandings of mathematics. The carpentry teacher hangs around to stay in the shop while the advanced students continue working, and provides small group instruction to the three struggling students on how the Pythagorean theorem works when laying a rafter for their tool shed. He has of course given this lesson before, but these three particular students have struggled to grasp it and did not do well on their Algebra EOC last year. The additional 45 minutes of instruction provided during this skinny period will help to catch them up to speed with the rest of the class.
- *Certification preparation and testing.* Preparing students to obtain industry-recognized, transferrable certifications are a growing facet of CTE coursework. While much of this preparation has been built into the CTE standards and will be fulfilled during regular instructional time, most certifications will require an above-and-beyond effort outside of normal class hours. The skinny period could be used to provide additional test prep for certification exams and/or fulfillment of contact hours at an off-site placement (such as a long-term care facility, or LTC). The skinny period might built in immediately after first

block allows administrators to schedule Clinical Internships in the first period, so students report to their LTC, log a couple hours of contact time, and use the remaining minutes that spill over into the skinny period for transit back to the school in time for third block. This way, students lose no instructional time elsewhere, and the potential barrier to participation in a work-based learning (WBL) placement such as Clinical Internship is considerably lessened.

Connections to a Tennessee High School: Sullivan County Skinny Period Options

- *Dual Enrollment in Welding* – A cohort of students at Sullivan Central HS are currently enrolled in a dual enrollment (DE) Combination Welding Certification program, and are on track to complete 27 college credit hours before graduation. Students take some of these courses at the Sullivan Central lab, and some at Northeast State Community College. For these students, the skinny period can be used to schedule year-long courses to capture additional credit opportunities, and is also utilized for travel time to and from DE courses.
- *Dual Enrollment Machine Tool Cohort* – Students at Sullivan East HS are currently enrolled in a dual enrollment Machine Tool Certification program with NeSCC. These students are on track to complete 33 college credit hours before graduation. Similar scheduling benefits for transit time and year-long credit usages.
- *Logging State Board license hours in Cosmetology* – Cosmetology teachers utilize this time for advanced students to obtain additional hours required to sit for the State Board exam. The 45-minute skinny is backed up against the Cosmetology block so that the students have 2 hours and 15 minutes for perms, colorings, and other time-intensive practice.
- *Certified Nursing Assistant (CNA) exam prep* – CNA students begin at the nursing home at 6:45 a.m. With the skinny period after first block, students utilize this time to change and travel back to school for their third period. On days that they do not report to the nursing home, they utilize this time to prepare for their CNA exam.
- *First Responder* – Sullivan County Schools partners with the Sullivan County EMA so that students enrolled in the capstone *Emergency Medical Services* course can take the First Responder Exam. A licensed instructor from the EMA office comes to practice the hands-on pieces and sign off on the minimum of 60 hours required to sit for the exam. The skinny is paired with a first or third period block so that the students can practice for 2 hours and 15 minutes for each visit.
- *Occupational Safety and Health Administration (OSHA) career safety certification* – Several of the district's Construction and Welding teachers utilize the skinny period for advanced students to complete the online OSHA 10-hour Safety Certification.
- *National Center for Construction Education & Research (NCCER) certification* – Several teachers who are NCCER certified use the skinny period to offer additional time for the NCCER Core Certification.
- *Kuder Career Assessments* – For a few designated weeks in the semester, several Business teachers utilize this time to rotate students through their computer labs to complete the Kuder Career Assessments. Generally these students are freshman and sophomores.

- *Early postsecondary opportunities.* Similar barriers may exist for schools that wish to implement dual enrollment agreements, but are limited by the transit time involved in getting students to partnering institutions. Likewise, dual credit arrangements can be limited by postsecondary instructors' availability to travel to the schools. The dedicated enrichment period may help solve these problems by allowing students to travel to and from host institutions with the extra time, or, in the case of online dual credit/enrollment, arrange for designated computer lab time (under the appropriate supervision) with which to complete early postsecondary coursework. Additionally, the enrichment period can provide extra time for AP prep work, ACT practice, and support for working on college applications, filing for financial aid, and so forth.

Innovative approaches to engaging Tier II and III students. Research-based interventions should always be used to remediate students who are furthest behind. Schools can and should, however, think about ways to tailor these instructional strategies to meet the specific needs of their students. Could a mathematics instructor (or trained math interventionist) partner with an agriculture teacher to team teach the intervention period, potentially alternating instructional duties each day? For example: on Monday-Wednesday-Friday, a math interventionist provides targeted, *skills-based* instruction in core math concepts for students who are below grade level. On Tuesday-Thursday, the agriculture teacher steps in to demonstrate how those skills are applied in agriculture contexts, such as figuring the dimensions of a greenhouse, or calculating feed ratios for livestock. Progress monitoring could then involve not only assessing whether basic math skills have improved on tasks of mathematical competency and quantitative reasoning (per the expectations of the Tennessee state standards), but also in the ability of students to apply those skills in technical contexts. In this model, ensure that students' progress monitoring data supports this type of three day-two day split rotation.

Additional considerations. How is Tier II instruction different from the intensive intervention of Tier III, but not just a repeat or extension of what happened in the regular Tier I classroom? Consider whether study halls, minimally supervised online learning, and so forth are really effective uses of extra instructional time for those students who fall on the lower end of achievement, but who don't qualify for the intensive intervention of a Tier III credit.

Sample Skinny Period Schedule:

This schedule shows how a school could organize a skinny period to meet the needs of all students and analyzes how time is used within the skinny period.

Connections to a Tennessee High School: Johnson County High School

Johnson County High School took a unique approach to developing electives for their skinny period. They invited the student body to provide input on enrichment electives. They developed several unique opportunities for students to effectively use their enrichment elective time. Below are the options that students and teachers agreed to offer. This student-centered approach helps to bring students and teachers on board so they invested in the options available to them.

9th Grade Enrichment Electives	**10th Grade Enrichment Electives**
Gear Up PLAN prep Conflict Resolution Career Exploration Goal Setting/Decision Making Study Skills Math Tutoring English Tutoring 12th Grade Teen Issues	Conflict Resolution Goal Setting/Decision Making Study Skills Math Tutoring English Tutoring Biology Tutoring
11th Grade Enrichment Electives	**12th Grade Enrichment Electives**
AP flex time ACT Math ACT Reading ACT Science Conflict Resolution Goal Setting/Decision Making Study Skills Chemistry Tutoring Math Tutoring English Tutoring	AP flex time Goal Setting Conflict Resolution Scholarships/College for TN Promise Study Skills Math Tutoring English Tutoring Post-Graduation Survival

Connections to a Tennessee High School: Washington County School District Schedules

	Boone Existing Schedule	Crockett Existing Schedule	Instructional time
Time	*Activity*	*Activity*	*assuming 90 day semester*
7:45 - 9:10	First Period	First Period	127.5 hours
9:15 - 10:40	Second Period	Second Period	127.5 hours
10:45 - 11:15	Achievement Period	Achievement Period	45 hours
	Monday - 1st block Tuesday - 2nd block Wednesday - 3rd block Thursday - 4th block Friday - meetings, etc	Monday - 1st block Tuesday - 2nd block Wednesday - 3rd block Thursday - 4th block Friday - meetings, etc	
11:20 - 1:15	Third Period	Third Period	135 hours
	11:20 - 11:45 First Lunch 11:50 - 12:15 Second Lunch 12:20 - 12:45 Third Lunch 12:50 - 1:15 Fourth Lunch	11:15 - 11:45 First Lunch 11:50 - 12:15 Second Lunch 12:20 - 12:45 Third Lunch 12:50 - 1:15 Fourth Lunch	
1:20 - 2:45	Fourth Period	Fourth Period	127.5 hours

	Skinny period proposal	Instructional time
Time	Activity	
7:45 - 9:05	First Period	120 hours
9:10 - 10:30	Second Period	120 hours
10:35 - 11:20	YEAR LONG skinny period	135 hours (full year)
11:25 - 1:20	Third period w/lunch	135 hours
1:25 - 2:45	Fourth period	120 hours

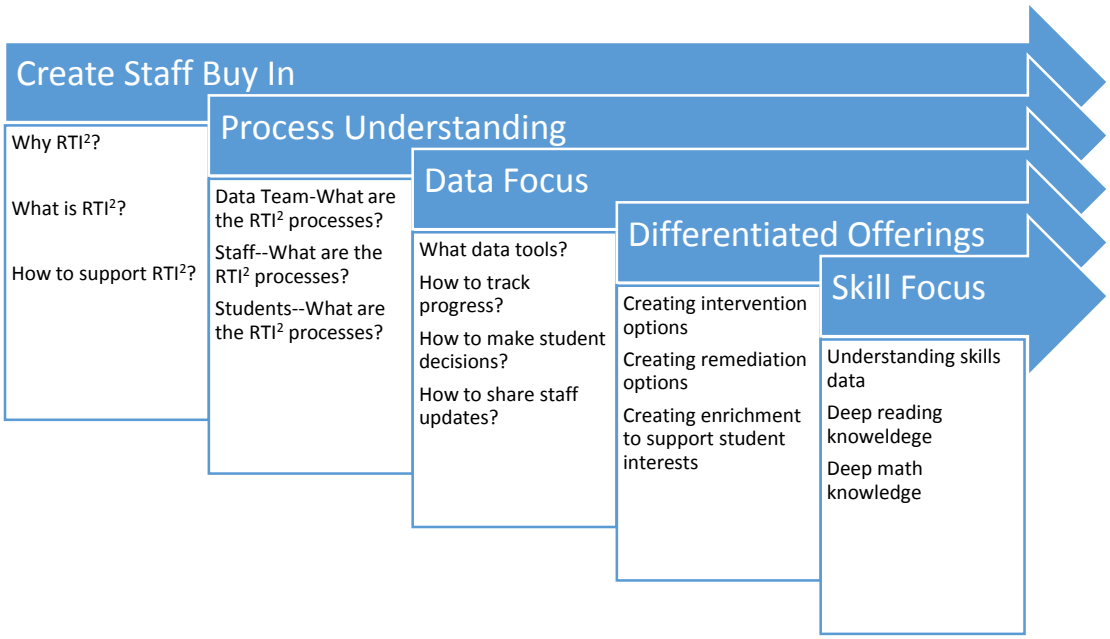
Another Scheduling Option:

This schedule structure analyzes different ways that a skinny block schedule could be used to meet students who have differing needs.

9th Grade Schedule Options		Semester A	Semester B		Semester A	Semester B		Semester A	Semester B
		Tier One Student			**Tier II/III/SPED math or reading**			**Tier II/III/SPED math and reading**	
Block 1	80 min	ELA 1A/B		80 min	ELA 1A/B		80 min	ELA 1A/B	
Block 2	80 min	Math 1A/B		80 min	Math 1A/B		80 min	Math 1A/B	
Lunch	30 min	Lunch		30 min	Lunch		30 min	Lunch	
Skinny Elective	30 min	Enrichment Elective		30 min	Intervention		30 min	Enrichment Elective	
Block 3	80 min	Science	Wellness	80 min	Science	Wellness	80 min	Science	Social Studies
Block 4	80 min	Social Studies		80 min	Social Studies		40 min	Math intervention	
							40 min	Reading Intervention	

Professional Development

There are several areas of focus for school leaders as they begin to implement RTI^2. Below you will see the key phases of supporting staff development and the areas that will need to be addressed in each of these phases.



Professional Development Support Resources

As many high schools have not been deeply involved in the Response to Instruction and Intervention (RTI^2) implementation processes occurring in earlier grades, it is essential that administrative staff begin to think about how they will introduce RTI^2 to their staff to ensure that each staff member understands "the whys" behind RTI^2. The resource section of this digital workbook includes several Professional Learning Community (PLC) guides. The first PLC Guide provides an outline for a staff meeting and a sample PowerPoint (Appendix E) to support an introductory conversation will help administrators facilitate this conversation.

After the building has general buy in for RTI^2, the building needs to develop a clear understanding of the processes and protocols within the RTI^2 framework. A sample PLC and PowerPoint are included here. (Appendix E) Next, the team must focus on RTI^2 data-based decision making. This focus includes understanding the options between screening and using an Early Warning System. An article, PLC guide and suite of Early Warning System tools can be found in Appendix E. The RTI^2 team will also need to develop their capacity as a team, their expertise in the data tools (progress monitoring, survey level assessments, etc.), and their decision protocols around students. Appendix E also has a PLC guide and PowerPoint to focus your RTI^2 data teams in making good decisions around student needs. There are several high school-specific case study documents to support the ongoing professional development of your high school RTI^2 team.

Finally, a high school will need to work to develop foundational reading and math expertise as well as developing high school interventionists that can teach struggling readers and math students. Several ideas for supporting your interventionist training are listed below from our showcase with Marion County High School. Also, see your CORE office for their professional development calendar of math and reading intervention courses.

Connections to a Tennessee High School: Marion County High School

We decided to jump on board with RTI^2 several years ago because we believed it was what was best for our students. To begin the discussion of the RTI^2 process, we began with several buy in components of professional development.

First,

1). We had an introductory meeting that explained what RTI^2 was.

2). We had a meeting to talk through and explain the process components of RTI^2.

3). Then, we focused on the differences between remediation and intervention.

These three focal areas were crucial for us as starting points with our staff. These elements helped our staff understand "the whys" of what we were doing.

Next,

1). We focused on how to make data-based decision making with our whole staff and with our RTI^2 team. This intensive focus helped us learn to make the best decisions for our students.

Finally,

1). We selected and worked with our interventionists by connecting them with elementary school teachers. We wanted our interventionists to get a general understanding of what teaching basic reading and math looked like, but we also wanted them to have a "go-to" support while they were learning to deliver interventions.

2). These interventionists learned how to deliver interventions by attending free reading and math intervention courses delivered by CORE.

3). Program training was provided by vendors including the universal screening tool, the progress monitoring tool and the intervention programs.

Ongoing professional support occurs during faculty meetings, professional learning communities, and additional training from the CORE office.

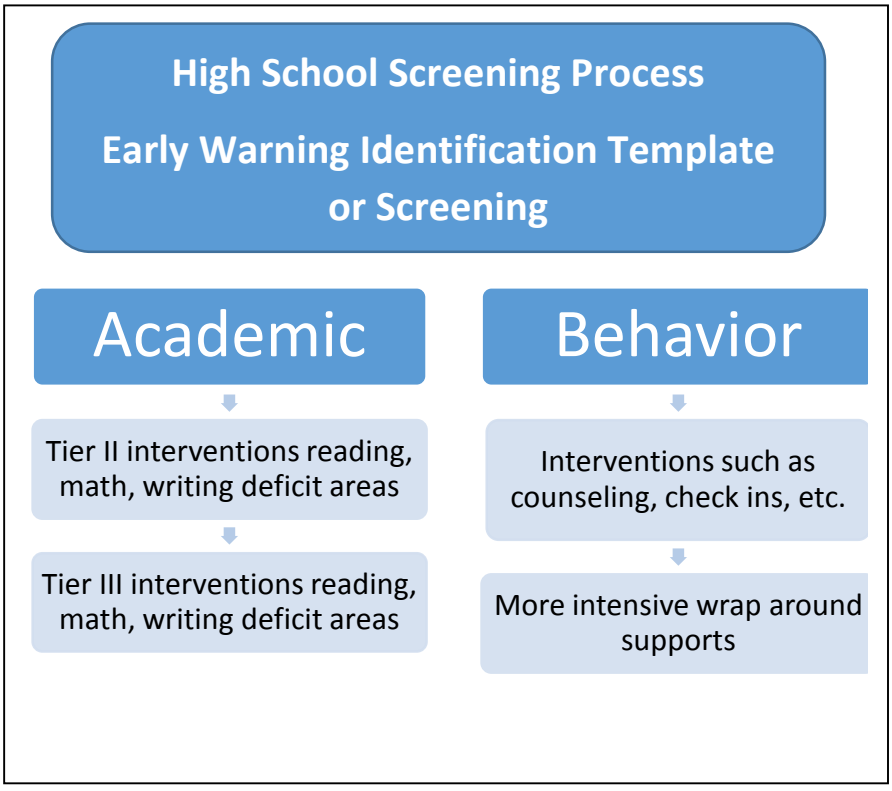
Data Tools

We recommend that the high school team meet with central office RTI^2 staff to have conversations around the district adopted tools for universal screening and progress monitoring. These tools may be appropriate at the high school level or the district may choose to utilize different universal screening and progress monitoring tools.

How do we universally screen students to identify at-risk indicators?

At the elementary and middle school level, a universal screening tool is used to identify specific skill deficit areas. At the high school level, students enter with a vast amount of data. Rather than using a specific tool at the high school level, a broader view of the child can be utilized to determine areas of needed support. An Early Warning System provides a school level team a tool to manage the wide variety of data that may indicate an impact on academics and/or other risk factors for dropout. The data team can then drill down to identify the specific area of risk and develop a plan of intervention for individual students. Indicators that have been identified through research include poor grades in core subjects, low attendance, retention, and classroom disengagement, behavioral issues, or involvement with the juvenile justice system. These ABCs (attendance, behavior, and course performance) of early warning indicators are highly predictive of at-risk status in middle and high school grades.

Does an Early Warning Identification Template provide me with all the information I need to begin academic interventions?

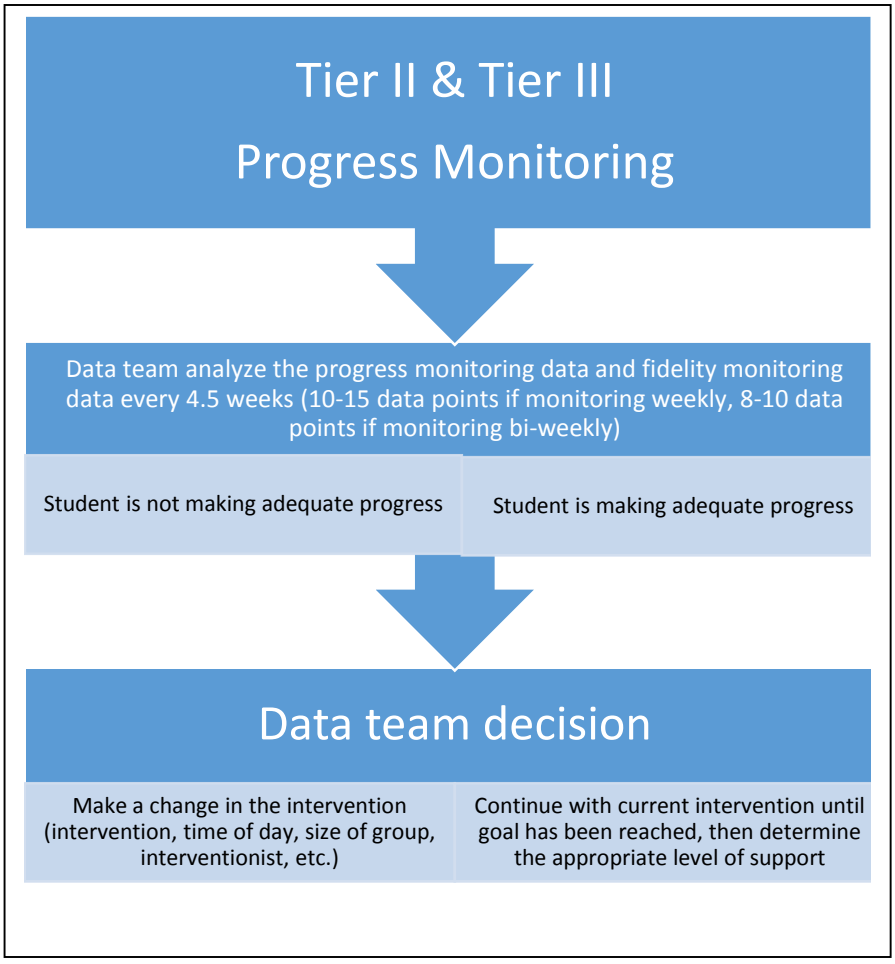


An Early Warning Identification Template does not give the RTI^2 data team all the information they will need to develop a plan of intervention. Instead, it is designed to give high level information about possible areas that a student may be at-risk. Once, the RTI^2 team has determined the areas of risk for each student, the team will need to determine the root cause of the at-risk factors. If a student has a reading deficit and the team determines the student needs support in the area of fluency, then RTI^2 interventionist/ RTI^2 team would create an intervention plan for the student aligned to fluency. If the area of need is academic, but not a skill deficit, for example, the student struggles with organizing and processing standards based instruction, then the team could develop a plan to provide the appropriate differentiated instructional practices and re-teaching opportunities for the student. If the problematic area is non-academic, such as

attendance, the team needs to work with the student, parent, and other stakeholders to develop a plan of support.

How are non-academic risk factors addressed? An Early Warning Identification Template (EWIT) is an effective tool to identify academic as well as non-academic risk factors. Non-academic risk factors may include attendance, behavior, social emotional, retention, English language learner, disability, transient, disengagement, or involvement with the criminal justice system. When RTI^2 data teams are looking at supports for students, these non-academic factors should be considered and a plan of support should be developed for students who are at-risk of having an unsuccessful school experience. Appropriate interventions may include supports such as, tutoring, mentoring, alternative settings or programs, counseling, rigor in study, and other wrap around services. Identification of students and providing appropriate interventions should begin when students enter the ninth grade and should be addressed through a tiered services approach to meet individual student need.

How do we progress monitor interventions for students who have significant gaps? Progress monitoring tools should align and independently assess the skill area of the intervention. For example, if the intervention is a fluency intervention, then the progress monitoring probe should measure fluency. Progress monitoring of student progress in the intervention should occur weekly or bi-weekly. This frequency will be determined by the RTI^2 data team and be based on the intensity needs of the student. If the student has a significant skill gap, then the RTI^2 should monitor frequency more often to ensure that the intervention is meeting the intense needs of the student. Progress monitoring data is an essential component to determine if the student is making progress in the intervention being provided. The data team should also check the fidelity of the intervention provided by completing indirect and direct fidelity checks. This data will also help the RTI^2 data team make effective decisions for students. If the student is not making progress, then the data team should plan changes to the intervention. Progress monitoring data should be shared with a student as a motivational tool to monitor progress toward his/her goal. High school students should be encouraged to track their own



progress and analyze the effectiveness of the intervention for them to help them determine effective support tools for their own learning.

How do I effectively manage data tools?

Connections to a Tennessee High School: Sullivan County Data Management Protocols

Sullivan County quickly realized that teachers were challenged to manage the paperwork required for tracking students and preparing for data team meetings. To effectively meet, the academic coaches created several tools to help teachers organize and prepare data for meetings. Below are several examples of how teachers are managing their student data folders in Sullivan County Schools.

RTI^2 NOTEBOOK IDEAS FOR EASE OF TRANSPORT

Although each student has his or her own RTI Data Notebook (typically a three-ring binder), many teachers are finding alternate ways to address the issue of transport. Examples are listed below:

Teachers have transitioned to one large, 2-3 inch, three-ring binder to hold a "folder" for each student. The folder is hold punched and filled with the appropriate data/documentation on a continuous basis. Folders are easily removed from the binder during data team meetings. Many are also keeping blank masters in the front of their binders for easy copying.

Teachers are using the same solution as above, however, instead of "folders" they are accumulating data/documentation in "slash pockets."

Others are keeping data/documentation in an expanding file folder or file box with a slot for each student.

With all of these solutions, student data/documentation is transferred BACK to the individual student RTI Notebook (binder) and passed on to next year's teachers

Interventions

Tier II Description: Tier II is in addition to the instruction provided in Tier I and will ideally meet the needs of 10-15% of students. Students who receive multiple flags in an early warning system or score below the designated cut score on the universal screening will receive intervention in Tier II. RTI^2 data teams will make decisions about effective placement of students in Tier II skill-based supports for reading and math.

Tier III Description: Tier III is in addition to the instruction provided in Tier I and will ideally meet the needs of 3-5% of students. Students who need Tier III intervention show significant difficulty in foundational reading and/or math skill(s). Students at this level should receive daily, intensive, small group, or individual intervention targeting specific area(s) of deficit, which are more intense than interventions received in Tier II. Intensity can be increased through length, frequency, and duration of implementation.

How do we teach basic reading and math to students who have skill deficits at the high school level?

The ultimate goal of reading is to comprehend what has been read. If students struggle to read then they are not able to comprehend what they read. If the student reads slowly and makes several errors, the student's mental energy is spent on trying to decode the new and unfamiliar words. If the student can't read the text fluently, then he is not able to comprehend what he is reading and will not understand the material. The same philosophy applies to students who struggle with basic math calculation and problem solving. If students exhaust their energy on basic math skills, they are not able to focus on or comprehend the advanced math concepts taught at the high school level which are necessary for post-secondary success.

What should high school intervention focus on?

HS Reading Intervention	HS Math Intervention
Intervention for reading skills includes: • comprehension, • vocabulary development, • reading stamina, • fluency, and • writing about increasingly complex and lengthy texts. Often, high school students will need supports in multiple areas and interventions may need to be designed to support varying skill levels for reading. If a student needs support in phonics or phonemic awareness at the high school level, this student needs intensive, systematic supports that should be research-based. A student who needs these supports will also need frequent progress monitoring to determine if additional supports may need to be added.	Intervention for math skills begins with isolated conceptual development, then instruction will support: • foundational fluency skills, • procedural fluency skills, • vertical skill instruction to allow concept development, and • mathematical thinking and reasoning. Often, high school students will need supports with procedural and conceptual skills together. For example a student may need to understand fractions, how to multiply and divide fractions, and how to reason around proportions. If a student needs supports in basic numeracy concepts at the high school level, this student needs intensive, systematic supports that should be research-based. A student who needs these supports will also need frequent progress monitoring to determine if additional supports may need to be added.

What are intervention characteristics?

These instructional strategies need to be a part of the research based intervention you are working with to be the most effective: Think about these strategies/characteristics when selecting a targeted skills specific intervention.

- Reinforcement and corrective feedback for fluency
- Concrete models for instruction
- Direct/Explicit instruction
- Focusing on metacognitive strategies, e.g., self-monitoring and self-instruction
- Frequently monitoring student progress
- Ensuring skills are learned to mastery

What does intervention look like in the classroom?

The following checklist was designed to support administrators when walking through intervention classrooms. It can also be used to help interventionists design their daily instruction.

Small Group Instruction	Observed	Not Observed
Intervention is provided in addition to Tier I instruction and for the appropriate scheduled time.		
Small group size is appropriate and small groups are formed based on student needs.		
Intervention uses research-based materials.		
Intervention instruction is direct, explicit, and systematic.		
Intervention targets one specific area of need at the instructional level of students.		
A multi-sensory approach is used, which may include the use of manipulatives and/or other interactive activities.		
Teacher has a clear objective/goal for the intervention.		
Teacher uses components of a framework to plan intervention that develops a skill from the basic components of the skill to more complex skill level.		
Teacher models instructional tasks (I do).		
Teacher provides time for students to practice instructional tasks (We do) and demonstrate independent understanding (You do).		

How do we support student and teacher motivation?

Educators must make sure that students are active participants in their learning not passive recipients. Learning happens through partnership, so educators should explain to students why they need intervention. Students should clearly understand the role of the interventionist, the student's role, and the goal of the partnership. The student must be involved in their learning, understand goals, help chart progress toward goals, and understand how increasing their skills will enhance their post-secondary outcomes.

The relationship between the interventionist and the student at the high school level is a very important factor in student engagement. Administrators should carefully select interventionists who are willing to learn the skills necessary to provide intervention as well as having the skill set to engage with our most at-risk students.

It is important for high schools to determine if they will be using standard protocol approach for intervention. If they do, they will need to develop a scope of skills to start their analysis of student need.

Standard protocol approach relies on the same, research-based intervention for all students with similar skill-based needs. This approach does not focus on teaching grade-level standards; instead, it groups students by levels of understanding. For example, one group of students needs to work on word part fluency, another group needs to work on passage reading fluency and a third group needs to work on comprehension.

The **hybrid protocol approach** utilizes the standard protocol approach, but also tailors an intervention to meet the student's individual needs. The tailoring of interventions involves problem solving that includes: analyzing data, analyzing student's area of need, planning a specific intervention and monitoring that intervention.

Connections to a Tennessee High School: *Elizabethton High School 9th Grade Math Intervention Sequence*

Foundational Skills	**Foundational Applications**
Comparing decimals to thousandths Adding and subtracting integers Multiplying integers Dividing integers Converting fractions to decimals (no calculator) Fractions concepts Dividing fractions Reducing fractions Ordering fractions negative to positive Ordering decimals negative to positive Multiplication 2x2 digits Multiplication 3x2 digits Column subtraction up to 5 digits Converting fractions to decimals	Order of operation Word Problems Sum of angles of triangle Interpreting bar graphs Interpreting tables Simple probability Least common multiples
Applied Skills	**Applied Applications**
Integer exponents Solving proportions Scientific notation Arithmetic sequences Simplifying square roots Linear pairs Combining like pairs	Modeling algebraic expressions Two step linear equations Evaluating expressions Pythagorean theorem Solving right triangles

Communication

Communication to all stakeholders is essential to ensure that school communities understand the purpose of the school's RTI^2 focus and is supportive of this endeavor.

High school students, in particular, need to understand the purpose and the goal of intervention and how it will help them be successful to and through post-secondary training.

Parents need to understand that the school staff is providing extra supports during the scheduled day to support their students' overall struggles and to ensure that they will be successful across all content areas and after high school.

Communities need to understand how schools are working to support all the varying needs of students within the school community.

Communication Templates

- Overview PPT for stakeholders (Appendix C)
- Community Letter (Appendix C)
- Community Website Language(Appendix C)
- Parent Overview Letter (Appendix C)
- Parent Intervention Notification Letter (Appendix C)
- Parent Talking Points (Appendix C)
- Parent Progress Monitoring Letter (Appendix C)

Overview Videos

What is Response to Instruction and Intervention? (PBS series link)

Appendix A: Resources for Intervention Planning

Vertical Progression Resources for Mathematics

Focus Content for 6-8 Mathematics:

The following are the *instructional shifts* called for by the Tennessee State Standards:

- **Focus** strongly where the Standards focus
- **Coherence** horizontally linking major topics within a grade and vertically across the grades
- **Rigor** by shifting toward a balance of conceptual understanding, procedural fluency, and application to problem solving

Grade 6

- Understand ratio concepts and use ratio reasoning to solve problems.
- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Apply and extend previous understandings of numbers to the system of rational numbers.
- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

Grade 7

- Analyze proportional relationships and use them to solve real-world and mathematical problems.
- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.
- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Grade 8

- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.
- Define, evaluate and compare functions.
- Use functions to model relationships between quantities.
- Understand congruence and similarity using physical models, transparencies or geometry software.
- Understand and apply the Pythagorean Theorem.

Fluency Expectations 6---8

Grade	Standards	Expected Fluency
6	6.NS.B.2 6.NS.B.3	Multi---digit division Multi---digit decimal operations
7	7.NS.A.1,2 7.EE.B.3 7.EE.B.4	Fluency with rational number arithmetic Solve multistep problems with positive and negative rational numbers in any form Solve one-variable equations of the form $px + q = r$ and $p(x + q)$

8	8.EE.C.7 8.G.C.9	Solve one-variable linear equations, including cases with infinitely many solutions or no solutions Solve problems involving volumes of cones, cylinders, and spheres together with previous geometry work in grade

Focus Content for High School Mathematics: Algebra I

- Interpret the structure of expressions
- Perform arithmetic operations on polynomials
- Create equations that describe numbers or relationships
- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Represent and solve equations and inequalities graphically
- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Interpret linear models

Geometry

- Interpret linear models
- Prove geometric theorems
- Understand similarity in terms of similarity transformations
- Prove theorems using similarity
- Define trigonometric ratios and solve problems involving right triangles
- Use coordinates to prove simple geometric theorems algebraically
- Apply geometric concepts in modeling situations

Algebra II

- Extend the properties of exponents to rational exponents
- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems
- Understand the relationship between zeros and factors of polynomials
- Understand solving equations as a process of reasoning and explain the reasoning
- Represent and solve equations and inequalities graphically
- Interpret functions that arise in applications in terms of the context
- Build a function that models a relationship between two quantities

Fluency Recommendations, High School

The fluencies below are recommended so that students can move quickly through procedural and computational manipulations in order to devote the majority of their cognitive processes on problem solving.

Course	Standard	Recommended Fluency
Algebra I	A/G A---APR.A.1 A---SSE.A.1b	• Solving characteristic problems involving the analytic geometry of lines • Fluency in adding, subtracting, and multiplying polynomials

Geometry	G---SRT.B.5 G---GPE.B.4, 5, 7 G---CO.D.12	• Fluency with the triangle congruence and similarity criteria • Fluency with the use of coordinates • Fluency with the use of construction tools
Algebra II	A---APR.D.6 A---SSE.A.2 F.IF.A.3	• Divide polynomials with remainder by inspection in simple cases • See structure in expressions and to use this structure to rewrite expressions • Fluency in translating between recursive definitions and closed forms

Appendix B Resources for Scheduling

Time Inventory Protocol

<table>
<tr><td colspan="3">What are the total number of minutes in your schedule?</td></tr>
<tr><td colspan="2">Instructional Minutes</td><td>Non-Instructional
(Transitions/Lunch/Announcements, etc.)</td></tr>
<tr><td colspan="3">Are there areas that can be adapted?
Possibility 1:

Possibility 2:

Possibility 3:</td></tr>
<tr><td>ELA –Reading and Writing Minutes</td><td>Math Minutes</td><td>Other Content Minutes?</td></tr>
<tr><td colspan="3">Are there areas that can be adapted?
Possibility 1:

Possibility 2:

Possibility 3:</td></tr>
<tr><td colspan="3">What other possibilities exist in your schedule? (e.g., multiple electives, activity period, lunch rotational time, etc.)</td></tr>
<tr><td colspan="3">What do other schedules do that yours does not?</td></tr>
<tr><td colspan="3">Are there ideas from other schedules that may work for your schedule?</td></tr>
</table>

Staff Inventory Protocol

Staff Analysis		
Place your staff into three categories base on their teaching assignment, certifications, and experience:		
Strong Reading Knowledge	**Strong Math Knowledge**	**Enrichment or Remediation**
Do you have an abundance of teachers in any category?		
Do you have a need in the reading or math knowledge categories?		
Do you need to plan for professional development for staff members in the enrichment/remediation category?		
What additional duties, responsibilities occur in teacher schedules?		
Are there teachers or educators with time in their schedule to do an intervention? (e.g., library media specialist, counselor, instructional coach)		
Does your schedule allow you to maximize the strengths of the staff lists above? __Yes __No If no, what planning do you need to do to adjust your staffing?		

Sample Schedules

The intent of this section of the Revised Response to Instruction and Intervention (RTI^2) Implementation Guide is to assist LEAs with scheduling for interventions and to provide examples of schedules. Many of these schedules are actual schedules from local education agencies (LEAs) that are currently providing interventions. Many of these schedules reflect the work that LEAs have done to implement the times set forth in the original RTI^2 Manual (2013) for Tier I instruction and Tier II and III intervention. Additional schedule variations have also been included to support school decision making.

Departmentalized 9-12 Example 1:

It is important that Tier II intervention is in the master schedule. Build in what some educators call a skinny period/block.

Three options are:

1. Six 50 or 55 minute periods with one 30 minute period, OR
2. Seven 45 or 47 minute periods with a 30 minute period, OR
3. Four 85 minute blocks with one 30 minute block.

During the 30 minute period all students are scheduled with a teacher for standards remediation, intervention, or enrichment (similar to the elementary example). Since all students are scheduled during the day with a certified teacher and some teachers have planning, the skinny period will always work out with the teacher/student ratio smaller than normal for the school. Teachers should not have planning during the skinny period. This is an "all hands on deck" time. It will take some time for the educators (usually the guidance department and administrators) to work out the schedule for these 30 minutes. One way to manage this is to let teachers turn in 25-30 names of students who have an interest in their subject (art, CTE, etc.) and academic teachers who would like specific students who need help on grade level standards (US History, science) to be placed with them during the skinny block. Schools may want to revisit this schedule for the skinny period/block at least four times a year (every nine weeks). At the end of grade 8, students can be screened or surveyed before beginning grade 9.

First schedule students with skills deficits into interventions with the most qualified teachers (remember to schedule advanced students in the beginning as well; RTI^2 is for advancing students as well as at risk). Second schedule students needing extra help on grade level standards (EOC courses, science, history, etc.). Some students may not have a specific skills deficit but may need a little extra help (remediation) with grade level standards. Then schedule on grade level students into areas of interest (fine arts, CTE, community projects, etc.). Mark student's names off each list as you schedule. For example: an art teacher may have turned in 30 names of students she would like to have for extra projects but seven students were scheduled for intervention or EOC help so she will have 23 students during the skinny block. There may be a small number of students who a teacher did not request and did not need intervention or EOC help. Have a plan for placement of these students (library research, intramural sports, peer tutoring, etc.).

Traditional 9-12 (6 credit year / 180 days)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Chemistry	Chemistry	Chemistry	Chemistry	Chemistry
2	Algebra II	Algebra II	Algebra II	Algebra II	Algebra II
3	Spanish II	Spanish II	Spanish II	Spanish II	Spanish II
4	US History	US History	US History	US History	US History
5	English	English	English	English	English
6	Art	Art	Art	Art	Art
7	Intervention	Intervention	Intervention	Intervention	Intervention

Traditional 9-12 (7 credit year / 180 days)

Period	Time		Notes
Period 1	8:00-8:47		
Period 2	8:51-9:39		
Period 3	9:43-10:30		
Period 4	10:34-11:21		
Period 5 Due to lunch, this period is 54 minutes in length	Full period 5 11:25-12:19	Period 5A (1st lunch) 11:25-11:52; Period 5B (2nd lunch) 11:52-12:19	Each lunch is 27 minutes in length. They also have the extra 4 minutes of class change. - ½ of students/teachers have a full period 5 class; ¼ of students/teachers have lunch during period 5A; ¼ of students/ teachers have intervention / remediation / enrichment during period 5B
Period 6 Due to lunch this period is 54 minutes in length	Full period 6 12:23-1:17	Period 6A (3rd lunch) 12:23-12:50; Period 6B (4th lunch) 12:50-1:17	Each lunch is 27 minutes in length. They also have the extra 4 minutes of class change. - ½ of students/teachers have a full period 6 class; ¼ of students/teachers have lunch during period 6A; ¼ of student/ teachers have intervention / remediation / enrichment during period 6B
Period 7	1:21-2:08		
Period 8	2:12-3:00		

- 1,800 students /four lunch times = 450 students per lunch
- Each student has seven credit classes; each class is 47 minutes long except 5th and 6th period which is 54 minutes.
- Period 5 and 6 split the school in half. Half of the school has a credit class each period and the other half will split the other period for lunch and intervention/remediation/enrichment
- Each period is 47 minutes in length. This allows 8,460 minutes in a 180 day instructional traditional year. With a traditional 4x4 block you have 8,100 minutes in the 90 day block instructional year per course. With a modified 90 A/B block you will have 8,100 minutes per course per year.

Block 9-12 Schedules

Block Schedule Example 1: Extended one class period each day by 30-40 minutes to provide a Tier II intervention time. The teachers on planning can be responsible for providing the interventions while other students stay in their regular classes or rotate to other activities. This would place importance on common planning time. For example, if all math teachers had 1st period planning, then all math intervention could take place during the 1st block schedule.

Example 1

1st Period 7:05-8:23

1st Period Extended 8:23-9:03
2nd Period 9:10-10:33

3rd Period 10:40-12:40

a. **10:40-11:10**
b. **11:10-11:40**
c. **11:40-12:10**
d. **12:10-12:40**

4th Period 12:47-2:05

Example 2

1st Period 7:05-8:23

2nd Period 8:30-9:53

2nd Period Extended 9:53-10:33
3rd Period 10:40-12:40

a. **10:40-11:10**
b. **11:10-11:40**
c. **11:40-12:10**
d. **12:10-12:40**

4th Period 12:47-2:05

Example 3

1st Period 7:05-8:23

2nd Period 8:30-9:53

3rd Period 10:00-12:00

a. **10:00-10:30**
b. **10:30-11:00**
c. **11:00-11:30**
d. **11:30-12:00**

3rd Period Extended 12:00-12:40
4th Period 12:47-2:05

Example 4

1st Period 7:05-8:23

2nd Period 8:30-9:53

3rd Period 10:00-12:00

a. **10:00-10:30**
b. **10:30-11:00**
c. **11:00-11:30**
d. **11:30-12:00**

4th Period 12:07-1:25

4th Period Extended 1:25-2:05

83 minute blocks / 7 minute class change/ 4 lunches/ 8 credit year/ 90 days

7:05-8:23	Block 1
8:23-9:03	Tier II Intervention
9:10-10:33	Block 2
10:40-12:40	Block 10:40-11:10 1st lunch 11:10-11:40 2nd lunch 11:40-12:10 3rd lunch 12:10-12:40 4th lunch
12:47-2:05	Block 4

85 minute blocks/ 5 minute class change/ 4 lunches/8 credit year/ 90 days

8:00-9:25	Block 1
9:30-10:00	Tier II Intervention/Enrichment
10:05-11:30	Block 2
11:35-1:30	Block 3 (includes 30 minutes for rotating lunch) 11:30-12:00 1st lunch 12:00-12:30 2nd lunch 12:30-1:00 3rd lunch 1:00-1:30 4th lunch
1:35-3:00	Block 4

85 minute blocks/ 5 minute class change/ 2 lunches/ 8 credit year/ 90 days

8:00-9:25	Block 1
9:30-10:55	Block 2
11:00-12:00	Lunch & Tier II Intervention/Enrichment • ½ school in lunch • ½ school in Tier II intervention
12:05-1:30	Block 3
1:35-3:00	Block 4

9-12 A/B Schedule

A/B (425 minutes per week / 5 minute class change/ 2 lunches/ 8 credit year/ 90 days)

Time	Mon (A)	Tue (B)	Wed (A)	Thu (B)	Fri (Mixed)
08:00 – 9:25	Math	English	Math	English	Math
9:30-10:55					English
11:00-12:00	**Lunch/Intervention**				
12:00-1:25	History	Science	History	Science	Science
1:30-3:00					History

9-12 Hybrid Options

A/B and Traditional (5 minute class change/ 3 lunches/ 6 credit year/ 180 days)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1 A/B blocked 8:00-9:30	Art 1	Spanish II	Art 1	Spanish II	Art 1 Spanish (45/45 split or alternate Fridays)
2 Traditional 9:35-10:35	Algebra II	Algebra II	Algebra II	Algebra II	Algebra II
3 Skinny 10:40-11:10	Intervention	Intervention	Intervention	Intervention	Intervention
4 Traditional 11:15-11:45 1st lunch; 11:45-12:15 2nd lunch; 12:15-12:45 3rd lunch	US History	US History	US History	US History	US History
5 Traditional 12:50-1:50	English II	English II	English II	English II	English II
6 Traditional 1:55-2:55	Biology	Biology	Biology	Biology	Biology

A/B and Traditional (5 minute class change/6 credit year/ 180 days)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Chemistry	Algebra II	Chemistry	Algebra II	Chemistry
2	Chemistry	Algebra II	Chemistry	Algebra II	Algebra II
3	US History	US History	US History	US History	US History
4	Band	Spanish II	Band	Spanish II	Band
5	Band	Spanish II	Band	Spanish II	Band
6	English	English	English	English	English
7	Intervention	Intervention	Intervention	Intervention	Intervention

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Scheduling memo-March 2015

Tennessee has approved courses for Tier III mathematics intervention and Tier III English language arts (ELA) intervention course. The following guidance applies to both the Tier III math and ELA intervention courses:

- These elective courses can be offered for half or one whole credit.
- Students still have to take the four required mathematics and ELA courses to earn a diploma.
- Students can take these courses as many times as the student's data shows it is needed.
- Since instruction is based on component 4 (Tier III) of the Response to Instruction and Intervention manual, these courses are based on an individual student's area of deficit and not a set of standards like other approved high school courses.
- It is recommended for Tier III intervention to be at least 45 minutes in duration.
- Districts should monitor schedules of these students closely to ensure they are still taking all the courses required to graduate.
- Guidance in the past stated these courses needed to be taught by a 9-12 certified teacher; however, it is now permissible for these courses to be taught by any certified teacher.

Current best practice for Tier II is to build time into the master schedule. If schools choose to include Tier II into the master schedule the following guidance applies:

- Schools can use the same permanent course codes as during the regular scheduled periods/blocks.
- Grading, awarded credits, and length of time per class is a local decision.
- Although length of time is a local decision, it is recommended that Tier II classes be at least 30 minutes in duration.
- Districts can choose to issue a numeric grade or use a pass/fail or progressing/not progressing model for grading.

All decisions on grading, credits, and length of time for any Tier II high school course is entirely up to the local school district.

Course Codes:

- Tier III English Language Arts Intervention: 3017
- Tier III Mathematics Intervention: 3180

A local school board can pass an "intervention academic elective focus" for students who are extremely behind and will need Tier III over the course of their high school years. This is not in the manual and is a local education agency decision and action.

Appendix C: 6-12 Clarifications

Clarifications for 6-12 RTI^2 Implementation

The implementation of Response to Instruction and Intervention (RTI^2) has been a place of significant focus for districts and schools this year. Doing this work well holds the promise of changing the trajectory for students and closing gaps early and effectively. As we have engaged with many districts, we have heard encouraging stories of this work focusing energy in new ways that serve students well; however, we have also heard examples of confusion about the requirements and the best practices. These conversations have shown a need for clarification in the K-5 and 6-12 implementation. In response to several districts' requests for clarification in secondary RTI^2 implementation, the Curriculum and Instruction and Special Populations divisions have collaboratively provided clarifications to facilitate your ongoing implementation of RTI^2 Framework at the middle and high school level.

Clarifications on 6-12 RTI^2 Implementation			
	Universal Screening Grade 6	**Universal Screening Grade 7-8**	**Universal Screening Grade 9-12**
Frequency	**6th grade** will use a universal screening tool to screen skills during Fall, Winter and Spring. 6th grade end of year screening results will be used to place students in 7th grade intervention schedule. This practice follows the same procedures at K-5.	**7th grade** will use a universal screening tool to screen skills at the end of year. These results will be used to place students in 8th grade intervention schedule. **8th grade** will use a universal screening tool to screen skills at the end of year. These results will be used to place students in 9th grade intervention schedule.	**9th grade** uses a data decision making system, called an Early Warning Identification Template. The Early Warning Identification Template includes additional data points (academic, behavior and course data) in the screening of students. Multiple data points help better identify students whose risk status suggests they need further intervention to be successful in high school and to be college and career ready. High School data teams will need to develop protocols and language for EWIT determinations. High schools can choose to use a traditional universal screening system in lieu of an early warning identification model.
*Note: If you have a large number of at-risk students who are not meeting grade level expectations, it is recommended to continue screening three times a year to adequately support tiered service interventions and the high level of need for skills-based instruction.			

Data Based Decision Making

Middle School

National Norms: Norm-referenced assessment compares/ranks a student's performance to a national group of similar peers.

Relative Norms: Relative norms compare a student's performance to other students in his/her school. If a school has a high population of at-risk students, relative norms allow a school staff to determine which students have the greatest need for intervention.

Middle and high schools will need to determine if they are making decisions around national norms or relative norms.

Universal screening tools establish "at risk" cut scores based on national norms. A school that has a high population of at-risk students may not be able to serve all of their at-risk students by using national norms and nationally-normed developed cut scores. In these situations, a school should consider placing students into Tier II and Tier III using relative norms so the school can support students with the highest levels of need.

Using Relative Norms:

1. Complete a universal screening of students using a nationally-normed, universal screening tool. (It is important to use the nationally-normed screening tool so districts can complete nationally-normed analyses of program effectiveness).
2. Once the screening process is completed and the data team has determined to use relative norms, identify students that fall in the lowest 10 percent of your student population in each skill area.
3. Students falling in the bottom 10% of building screening results are assigned to Tier III Intervention.
4. Students falling in the 11-20% of building screening results are assigned Tier II Intervention. If it is possible, serve students in the 11-25% of your building screening results in Tier II Intervention.

Universal screening tools establish "at risk" cut scores based on national norms. Most schools should be able to use national norms to place students into tiered interventions.

Using National Norms:

1. Complete a universal screening of students using a nationally normed universal screening tool.
2. Identify nationally normed cut scores in the skill deficit area. Identify the cut score for the 10^{th} percentile and the 25^{th} percentile.
3. Students falling below the 10^{th} percentile cut score should be assigned to Tier III Intervention.
4. Students falling between the 10^{th} percentile cut score and the 25^{th} percentile cut score should be assigned to Tier II Intervention.

High School

Early Warning Identification Template
While high schools can choose to use a universal screening tool with all students, it is recommended that they choose to use an early warning system to identify at-risk students. When using an early warning system, schools should start identifying students who are at risk for school disengagement and dropout by analyzing multiple data sources that indicate early warning signs. Indicators that have been identified through research include poor grades in core subjects, low attendance, retention, and classroom disengagement. The attendance, behavior, and course data of the early warning indicators are highly predictive of at-risk status in high school grades.

Early Warning Identification process:

1. Academic data (include TCAP, previous screening and progress monitoring data, subgroup data and course grades) should be analyzed.
2. Then, a data team should analyze behavior data including: attendance, general behavior information, suspension and expulsion data, social and emotional information, and juvenile court data.
3. After entering the data into a spreadsheet, high school data teams need to analyze different at-risk flags and determine which students would be best served by Tier II and Tier III intervention.
4. High school data teams should meet every 4.5 weeks to analyze additional data and make appropriate placement decisions.

Protocols for Determining Interventions

Interventions will be matched to a student's specific skill needs using a problem-solving, a standard or a hybrid protocol.

- **Standard protocol approach** relies on the same, research-based intervention for all students with similar skill-based needs.
- The **hybrid protocol approach** utilizes the standard protocol approach, but also tailors an intervention to meet the student's individual needs. The tailoring of interventions involves problem solving that includes: analyzing data, analyzing students are of need, planning a specific intervention and monitoring that intervention.

Middle School

Hybrid protocol approach (see p. 37 of the RTI^2 manual for additional details)
In middle school, it may be appropriate to group students by similar skill areas of need and provide a standard research-based intervention to ensure that the interventionist can provide effective interventions for a group of secondary students. It may also be appropriate to tailor interventions to specific students. A data team should monitor student progress data (utilizing the student's rate of improvement data and fidelity monitoring data) to make these determinations.

High School

Standard protocol approach (see p. 37 of the RTI^2 manual for additional details)
In high school, it may be appropriate to group students by similar skill areas of need and provide a standard research-based intervention to ensure that the interventionist can provide effective interventions for a group of secondary students. Student progress data (utilizing the student's rate of improvement data and fidelity monitoring data) should be monitored closely to ensure that the standardized intervention is meeting student needs. In the event that the standard protocol is not meeting a student's needs, the data team will need to use a problem solving protocol to determine a different intervention protocol.

Staffing

When a high school is making staff decisions and determining appropriate staff members to teach intervention courses, *any certified teacher* may teach the high school Tier III ELA or Tier III Math intervention course. (This course has a separate course code that previously required a 7-12 certification).

Scheduling Guidance- Middle School and High School

Intervention should occur daily and during the school day.

- Tier II should occur 30 minutes daily.
- Tier III should occur 45-60 minutes daily.

The team may also choose to provide intervention five days/week in the area of greatest need or provide intervention five days/week in both areas of deficit. Student data should guide this decision.

Progress Monitoring- Middle School and High School

Purpose

While the universal screening tool measures student performance on grade level, progress monitoring must be conducted with measures that are at the student's skill/instructional level. By measuring at the instructional level, the data team can accurately measure a student's growth.

Frequency

Progress is monitored every other week using progress monitoring tools (see RTI^2 manual on p.41 for more details) to determine intervention effectiveness utilizing rate of improvement and fidelity check data.

Tool

When analyzing these tools, teams should ensure that the progress monitoring tools:

- include national percentiles,
- allow for repeated measures,
- are sensitive to change, and
- specify areas of deficit including basic reading skill(s), reading fluency, reading comprehension, mathematics calculation, mathematics problem solving and written expression.

In addition, the tools should report results so that rate of improvement (ROI) can be calculated and transferred to graph form.

Fidelity Checks Middle School and High School

The purpose of monitoring fidelity is to provide ongoing information about the effectiveness of the intervention being provided. Instead of determining fidelity checks by marking period, a data team should ensure that three fidelity checks occur within the period of time that 8-10 data points are collected.

Therefore, a data team should review three (Tier II) or five (Tier III) fidelity checks and 8-10 data points when reviewing the effectiveness of an intervention. If the intervention is effective and students are making progress (as determined by their rate of improvement), the fidelity checks do not need to be as thorough. For example, the fidelity check might be a walk through or a short observation. If the students are not making progress (as determined by their rate of improvement), then fidelity checks need to be more thorough. For example, a thorough fidelity check might be a 30-minute direct observation.

Appendix D: Sample Stakeholder Communications

(These documents are intended as templates to give high school starting points for communication tools. These documents are not intended to be sent as it; the documents need to be tailored to your school structure, your interventions and your style of communication).

Parent Brochure

Parent Brochure

Insert School District Name

A Family Guide to Response to Instruction and Intervention
(RTI²)
2015-2016

Insert Director's Name
Director of Schools

Insert Address
Insert Phone
Insert Web Address

Insert Your School District is committed to helping all children succeed. We have many ways to help children who are struggling to learn and who need additional supports to be successful. Response to Instruction and Intervention (RTI²) is one form of support.

What is RTI²?

A multi-tiered delivery system that uses a data-driven problem-solving model to identify specific student need and match appropriate instructional strategies.

In Tennessee, the Response to Instruction and Intervention (RTI²) Framework is a component of best practice instructional programming. This programming has three legs with student achievement at the center:

- Assessment alignment and transparency
- Instructional materials and curriculum
- Quality training and meaningful support

What does the RTI² Framework look like?

The RTI² Framework has three tiers. Each tier provides differing levels of support.

- In Tier l, all students receive research-based, high quality, general education instruction that incorporates ongoing universal screening and ongoing assessment to inform instruction.
- In Tier ll, intervention is implemented when assessment indicates that a student is not making adequate gains from Tier I instruction alone. In addition to Tier I instruction, students are provided small group interventions designed to meet their specific needs. These students are progress monitored weekly or every other week using a tool that is sensitive to measuring changes in the student's individual skills.
- In Tier III, more intensive interventions are provided to students who have not made significant progress in Tier II, who are more than 1.5 grade levels behind, or who are below the 10th percentile. These students are progress monitored weekly or every other week using a tool that is sensitive to measuring changes in the student's individual skills.

What are the key components of the RTI² Framework?

A key component of RTI² is that all children receive high quality curriculum and instruction in the general education classroom (Tier l).

Another component of RTI² is that the school conducts universal screenings. Universal screenings review the performance and progress of all students through brief assessments. Universal screenings help schools identify students who may need more support or other types of instruction.

As a result of universal screenings, students may be identified as needing targeted intervention (Tier ll) in addition to the high quality instruction they are receiving in Tier l. Research based interventions are used to support students in the area(s) in which they are struggling. Research based interventions are teaching strategies or methods that have been proven effective in helping children learn.

Another key component of RTI² is progress monitoring. Progress monitoring is a way for teachers to take a snapshot of how children are doing on a specific skill. It shows how well the intervention is working. It includes formal and informal assessments. Progress monitoring helps determine whether an intervention is successful or needs to be changed. This information is shared with parents on a regular basis.

When progress monitoring indicates that the intervention is no longer needed, the child continues to receive support from the general education curriculum (Tier I). When progress monitoring shows that a child is not responding to the intervention, another approach or intervention should be tried. If a higher level of support is needed, students may be given more intense intervention that further focuses on the supporting skills they need to be successful learners (Tier lll). Students who do not respond to Tier III interventions may be referred for special education.

What if I think my child needs special education?

If at any time parents become concerned that their child needs special education, they should contact their child's teacher or administrator.

Here are a few ways parents can support what their child is doing in school:

- Make reading an everyday habit a home
- Communicate with your child's reading and math teachers
- Monitor, assist or find help for your child with homework assignments
- Review progress monitoring data and contact interventionist with questions
- Share your child's successes
- Learn more about the curricula and interventions being used in your child's school
- Attend parent/teacher conferences and other school meeting about your child

Talk to your child's teachers or principal for more information about how RTI² is being implemented in your child's school.

For more information, please contact:

Insert contact information here

Adapted from: A Parent Advocacy Brief written by the National Center for Learning Disabilities (NCLD)

Sample letters

These letters are intended as templates to give high school starting points for communication tools. These documents are not intended to be sent as is; the documents need to be tailored to your school structure, your interventions and your style of communication.

Insert District or School Name
High School Reading/Language Arts
Response to Intervention (RTI) Parent Letter

Student:_____

Date:_____

Dear Parent,

Every student's data is analyzed through an Early Warning Intervention Template at (insert school name) to determine his/her reading abilities. Your child's scores show that he/she is struggling in reading. Along with this screening process, your child's progress has been monitored every two weeks or more. Although he/she is receiving English/Language Arts instruction daily in core instruction, he/she has still not shown enough improvement. Your child will now receive an additional (insert number of minutes) minutes of reading interventions each day. This Tier II intervention will be done in small groups with trained personnel using research based materials. Your child's progress will be monitored every other week. Additional assessments maybe completed in order to inform instruction and intervention. You will receive information on your child's progress. It is our goal to provide the best instruction and materials to help your child succeed.

We encourage you, as the parent or guardian, to encourage your child to read regularly at home, reading a variety of materials. Be sure to encourage your child to do his/her best and let your child know you believe in his/her ability to improve. If you have questions or would like more information, please contact your child's teacher.

Respectfully,

Insert Signature
Insert District/School Contact Information

Insert District or School Name
High School Math
Response to Intervention (RTI) Parent Letter

Student:_____

Date:_____

Dear Parent,

Every student's data is analyzed through an Early Warning Intervention Template at (insert school name) to determine his/her math abilities. Your child's scores show that he/she is struggling in math. Along with this screening process, your child's progress has been monitored every two weeks or more. Although he/she is receiving math instruction daily in core instruction, he/she has still not shown enough improvement. Your child will now receive an additional (insert number of minutes) minutes of math interventions each day. This Tier II intervention will be done in small groups with trained personnel using research based materials. Your child's progress will be monitored every other week. Additional assessments may be completed in order to inform instruction and intervention. You will receive information on your child's progress. It is our goal to provide the best instruction and materials to help your child succeed.

We encourage you, as the parent or guardian, to ask your child to share his/her math work with you regularly. Be sure to encourage your child to do his/her best and let your child know you believe in his/her ability to improve. If you have questions or would like more information, please contact your child's teacher.

Respectfully,

Insert Signature
Insert District/School Contact Information

Insert District or School Name
HS Math
Response to Intervention (RTI)
Progress Monitoring Letter

Dear Parent,

A letter previously notified you that your student is receiving additional math interventions. During this intervention period, your child has been receiving small group, systematic intervention in math. Your child has had his/her progress monitored every other week using assessments that are specific to the intervention being used. Attached you will find a copy of your child's progress monitoring. All progress monitoring is reported using a graph so that you can see the progress your child is making.

Based on our progress measurements, we believe your child is:

	Making **good progress** and we plan to discontinue the additional intervention.
	Making **good progress** and we plan to decrease the amount of additional intervention time being provided.
	Making **some progress** and we plan to continue the intervention at this time.
	Making **limited progress** and we plan to consider changes in the intervention that we are providing.
	Making **insufficient progress** and we plan to change the intervention plan at this time. Further assessment and/or a parent meeting may be necessary.

High School students who struggle in any subject area may become discouraged. We will continue to encourage your child to be at school every day, give his/her best effort and ask questions when he/she does not understand. Please continue to do the same at home. Your belief in your child's ability to improve is of great importance to him/her.

As the school staff, we are pleased to have this opportunity to provide your child with this needed assistance. If you have additional questions or concerns, please contact your child's teacher.

Respectfully,

Insert Signature
Insert District or School Contact Information

Insert District or School Name
High School Reading/Language Arts
Response to Intervention (RTI)
Progress Monitoring Letter

Dear Parent,

A letter previously notified you that your student is receiving additional reading interventions. During this intervention period, your child has been receiving small group, systematic intervention in reading. Your child has had his/her progress monitored every other week using assessments that are specific to the intervention being used. Attached you will find a copy of your child's progress monitoring. All progress monitoring is reported using a graph so that you can see the progress your child is making.

Based on our progress measurements, we believe your child is:

	Making **good progress** and we plan to discontinue the additional intervention.
	Making **good progress** and we plan to decrease the amount of additional intervention time being provided.
	Making **some progress** and we plan to continue the intervention at this time.
	Making **limited progress** and we plan to consider changes in the intervention that we are providing.
	Making **insufficient progress** and we plan to change the intervention plan at this time. Further assessment and/or a parent meeting may be necessary.

High School students who struggle in any subject area may become discouraged. We will continue to encourage your child to be at school every day, give his/her best effort and ask questions when he/she does not understand. Please continue to do the same at home. Your belief in your child's ability to improve is of great importance to him/her.

As the school staff, we are pleased to have this opportunity to provide your child with this needed assistance. If you have additional questions or concerns, please contact your child's teacher.

Respectfully,

Insert Signature
Insert District or School Contact Information

Appendix E: Professional Learning Community (PLC) Guides

What is Response to Instruction and Intervention: Creating Staff Buy In

PLC Guide: The following is a sample protocol that supports staff buy in for Response to Instruction and Intervention. This guide includes an optional video and sample PowerPoint to help facilitate discussions around the power of utilizing the RTI^2 Framework.

Background: RTI^2 is a different approach to providing intervention than typically occurs at the high school level. Educators tend to focus on re-teaching standards, and this results in students' continued struggle with content area instruction. RTI^2 intervention is skills-focused.

Topic for Discussion: Creating Staff Buy In

Step 1:	**Prepare** To create staff buy-in, a school administrator needs to focus on "the whys" of RTI^2. The PowerPoint, here, has excerpts of the statewide presentation that Dr. Shinn and Dr. Coulter shared during the Winter 2015. This PowerPoint ***should be*** customized to the culture of the school and should be inclusive of the teaching staff of the school.
Step 2:	**Resources for Staff** PowerPoint presentation (link) Teacher journal (link) Student video (link) Adult video (link)
Step 3:	**Introductory Conversation** 1. Share a personal student story or use the student video or adult video. 2. Have teachers complete the teacher journal. **3.** Have teachers mix into cross-content groups and share their experiences of struggle. (It is recommended to mix teachers up outside of department roles to facilitate rich conversations).
Step 4:	**Model and Group Work** 1. Lead staff through the PowerPoint. 2. Have teachers discuss in cross-content groups. 3. Have teachers create a list of whys to support student skills. Encourage teachers to discuss how this support will benefit all students; RTI^2 is not about changing programming for just a few struggling students. Also, encourage staff members to think about what life skills and post-secondary skills students must have to be successful after they graduate from high school. *Optional:* Share the teacher reflections on RTI^2 to help your teachers brainstorm the whys of RTI^2.
Step 5:	**Sharing** 1. Have groups share out why lists. 2. Create a unified list and use this as the guiding framework for RTI^2.

Step 6:	**Extend and Closure** 1. Have staff members discuss ways to share the whys of RTI² at open house, with other community groups, and with students. **2.** Remember to encourage conversations to be about supporting all student needs not changing the instructional programming for a few students.

Teacher Journal

What do you see as the biggest hurdle to student success?

How do you currently help struggling students during your daily lessons?

What do students need to achieve to be successful in the postsecondary world?

What is Response to Instruction and Intervention (RTI^2): Overall RTI^2

PLC Guide: The following is a sample protocol that can guide staff members, parents or even student groups through an overview of the RTI^2 Framework.

Background: RTI^2 has several process components that are different than traditional high school language, structures and day-to-day operations. This guide helps staff walk through the components.

Topic for Discussion: Overall RTI^2

Step 1:	**Prepare** 1. Watch the overall RTI^2 overview video (link) . 2. Determine if this video would be helpful in its entirety or if parts of the video would be helpful to open with your staff or review the article. 3. Review the overview PowerPoint and customize the information to meet your school's knowledge level and student population. 4. Ensure that you (or your co-presenter/facilitator) have a strong understanding of RTI^2 to guide the conversation appropriately.
Step 2:	**Resources for Staff** Overview video (link) Optional RTI^2 article and Four Assumptions Protocol (link) Overview PowerPoint (link) Chart paper or digital sharing space
Step 3:	**Model** 1. Have staff either watch the overview video or read the RTI^2 article and complete the Four Assumptions Protocol. *Option:* You could also have your staff read the RTI^2 article and complete the Four Assumptions Protocol before the meeting. 2. Have staff members sit at tables and collaboratively write what they think RTI^2 is and what it is not. 3. Have groups share out their understanding of what RTI^2 is. Begin to develop a school-wide definition that accurately represents your RTI^2 conceptual framework at your school. (We recommend that you write this beginning level definition on chart paper or on a digital presentation space so that you can add to the definition during the meeting).
Step 4:	**Discussion** **1.** Present the RTI^2 PowerPoint. **2.** Stop after each guided question and add staff understandings to the collective definitions. **3.** At the end of the presentation, have staff members share new understanding of RTI^2 with their partner. You can use a 3-2-1 Protocol (link) or other sharing tool to facilitate conversations.
Step 5:	**Sharing** Share out whole group key take-aways regarding RTI^{2}and how the staff can support the RTI^2 process and transition.

Step 6:	**Extend and Closure** From this discussion, note any teachers that are enthusiastic and could take a lead role in your RTI^2 process. Consider including them in planning, on the RTI^2 data team, or as an interventionist.

Article Analysis

After reading the article, complete the following 4 A's Reflection:

1. What **assumptions** does the author of the text hold?

2. What do you **agree** with in the text?

3. What do you want to **argue** with in the text?

4. What parts of the text do you want to **aspire** to?

Select a phrase or sentence from the article that created the "A" reaction for at least two of the "A" questions.

Share at your table two of your A's.

RTI^2 3-2-1 Reflection
Three Things that I learned about RTI^2:
Two Things I need to better understand:
One thing that worries me:

What is Response to Instruction and Intervention (RTI^2): Early Warning Intervention Template

PLC Guide: The following is a sample protocol that will help your entire staff learn of the Early Warning Intervention Template (part one) and your RTI^2 data team develop an understanding of what the early warning system is and how it will support RTI^2 decision making for the team (part two).

Background: The Early Warning Intervention Template provides an alternative to a traditional universal screening tool and takes into account multiple student data points. A staff member will have to enter data and maintain the early warning spreadsheet to use this tool. This overview PLC helps the data team determine how the Early Warning Intervention Template could be incorporated into the data decision making processes. The decision to use an Early Warning Intervention Template or a traditional universal screener will need to be made before any other data work occurs.

Topic for Discussion: Early Warning Identification Template (EWIT)

Step 1:	**Prepare** • Watch the video for the Early Warning Identification Template Video (EWIT) and read the accompanying resource. • Read through EWI article and determine if it would be helpful for teachers to pre-read the article before the PLC meeting. • Ensure that you or your facilitator feel comfortable with the technology discussion around the EWI tool. If you do not, consider reaching out to your regional CORE office to support this training. • Everyone will need to discuss this tool and determine the best team members to enter the data and discuss how this tool will be maintained.
Step 2:	**Resources for Staff** Early Warning Identification Template Video (link) Early Warning Identification Article , "A Practical Guide to Implementing Early Warning Systems" (link) Implications of Text Activity (link) Early Warning Identification Spreadsheet template (link) Early Warning Identification Template Guide (link) Early Warning Identification Template Planning (link)
Step 3:	**Model** 1. If you had your staff walk through Implications of Text activity, have the staff share the three test implications from the article and develop a common definition of why the school should use the EWI tool. If you chose not to complete this activity, begin with step two. 2. Discuss as a staff how important it is to look at multiple types of data when making student decisions. 3. Watch the EWS video and discuss key data collection points with team. If your staff did not complete step one, develop a common definition of why the school should use the EWS tool. 4. Determine which data fields are appropriate starting points for the team. Record in the planning template. (This activity can be done whole staff or with just the RTI^2 data team.

	Part Two: (Data team members only) As an opening to the meeting, have the RTI^2 data team discuss and reflect on the staff meeting. 5. Have the team determine a key team member to be the coordinator of the Early Warning System.
Step 4:	**Group Work** 1. Review recommended data points from staff meeting. Determine if any data points should be included that the staff members did not include. 2. Determine if any data points should be eliminated from your Early Warning System. Determine if the weighting of the data points is appropriate for your school. 3. Have the team use the planning template to chart a timeline for the data to be collected. 4. Determine roles and responsibilities for data collection.
Step 5:	**Sharing** Develop follow up support training for key team members.
Step 6:	**Extension** Develop a sharing plan for how the data team will share the Early Warning Identification Template information with the staff. Develop a decision making protocol for using the Early Warning Identification Template.

Data Team EWIT Planning Sheet

Data in Early Warning System

Data Points We Need	Data Points We Need to Think About	Data Points We Don't Want to Use
Weighting of Data Points		
Data Points that are most important: (weighted)		
Data Points that are least important: (not weighted)		

Early Warning System Coordinator: _____

Early Warning System Support Team Members:

_____

_____

_____

Data Timeline: What data needs to be entered during each month?

April	May	June/July	August/ September	October/ November	Ongoing

What are our next steps?

Step	Timeline	Responsibility

Implications of Text Activity

The goal of this activity is to help set the stage for using multiple data points to supporting students. This article will help staff members begin to understand that there are multiple root causes and how to support different root causes with different supports. It is a powerful opportunity for staff members to understand the needs of all staff members.

1. Have participants read and identify three passages that have important implications for high school.

2. Make sure staff members are aware they will be expected to share passages. Either have staff members highlight or underline his or her passages.

3. In the staff meeting, have staff members sit in non-department groups.

4. In round one, staff members will:

    a. Read aloud selected passage.
    b. Explain what the passage means to him or her.
    c. Describe beliefs of how the passage has implications on his or her work.

5. Complete this round two or three times depending on the time allotted.

6. Have each group share take aways from activity with the faculty to help set the stage for discussing the early warning identification template.

What is Response to Instruction and Intervention (RTI^2)

PLC Guide: The following is a sample protocol that helps high schools establish their RTI^2 data team.

Background: The goal of this PLC is to help you design your team effectively to ensure that it can work effectively together and make strong decisions.

Topic for Discussion: Establishing an effective RTI^2 data team

Step 1:	**Prepare** 1. Review the data PPT slides provided. **2.** Personalize the slides to meet the size of your high school and the roles that are the right fit for your faculty.
Step 2:	**Resources for Staff** Data Team PPT (link on TDOE RTI^2 Administrator resouces) Data Team planning sheet (link)
Step 3:	**Model** 1. Walk through the PowerPoint and the Data Team planning sheet. 2. Use discussion points to make decisions on role assignments and decide if roles will rotate or stay static. 3. Determine if any additional members need to be added. 4. Create norms.
Step 4:	**Group Work** 1. Using norms, set vision and mission for team. 2. Develop meeting schedule and hold time as “untouched”. 3. Develop discussion protocols.
Step 5:	**Extension** 1. Complete a case study protocol to help your team develop practice and norms around data-based decision making. Links available on TDOE RTI2 Administrator page. 2. These practice exercises will help the team create key data questions and decision rules for supporting students.

Data Team Planning Sheet

Why - Team Purpose – RTI² Vision

Who - Roles

Data Team Leader:

Recorder:

Time Keeper:

Data Specialist:

Focus Monitor:

Engaged Participants:

What - Responsibilities

Define “Come prepared”:

Define “Be Punctual”:

Define “Engaged”:

Understand that everyone will be learning to ask the right questions IF everyone participates honestly, respectfully and constructively.

Team Norms:

Additional Mission Statement:

Voting Routines:

Data Collection Process:

What is Response to Instruction and Intervention (RTI^2)

PLC Guide: The following is a sample protocol that can be used for the case studies available online. Each case study helps the RTI^2 data team discuss different situations. The case studies are labeled to help you choose the right case study to support the RTI^2 data team needs.

Background: It is difficult for new data teams to make effective decisions about students until they learn how to read the data, ask the right questions to analyze the data, and to make strong decisions based on data. These case studies are designed to help data teams develop these skills without clouding the decision making process with actual students and authentic high school contexts.

Topic for Discussion: Using Case Studies to Support Data Team Development

Step 1:	**Prepare** • Read through the protocol and the case study to determine if the situation in the case study fits the student body and situations that are specific to your high school. • Determine key stopping points and personalize the key questions to meet the style of your team.
Step 2:	**Resources for Staff** Case studies from TDOE Administrator resources page
Step 3:	**Model** 1. Remind your team of the norms. **2.** Explain that the purpose of using case studies is to help develop decision making and key questions before actual students and contextual issues cloud how to handle different data patterns. **3.** Assign another team member to record the key data questions. **4.** Assign a team member to create a decision chart.
Step 4:	**Group Work** 1. Read the case study silently. Do not have team members read or discuss the case study before the meeting because you want to capture the initial reaction questions and the decision flow that should occur with the case study situation. 2. After reading the case study for the first time, ask each team member to generate one “I wonder” or “I am confused here” question. After the list is generated, discuss each question. 3. Refine a list of key questions to ask about the data shared before the group starts to make decisions. Help your team practice questioning the data before rushing to solve situations. This practice will help your team establish as a data protocol.
Step 5:	**Sharing** 1. As the team starts to make decisions based on the data provided in the case study, have your team member chart the decision flow chart. 2. After decisions are made, discuss and refine the decision flow chart.

	3. Keep these charts to use with actual student cases or to refine with additional case study options.
Step 6:	**Extension** Continue to use case study protocols to help your team norm decision making processes or use case studies before you discuss similar situations with your student body. This practice will help the team create decision rules without attaching possible student biases to the decisions.

Appendix F: RTI^2 Course Template

Course Template: Tier II Intervention

Course Goal: Reduce general skill gaps to maximize students' potential in high school content work and to ensure post-secondary readiness.

Course Objectives:

- Determine the skill gap focal area (reading fluency, reading comprehension, math problem solving, math calculation or written expression) for each student assigned to the Tier II intervention class. (Note: it is not recommended to address basic reading skills in Tier II at the high school level. It is recommended that this skill deficit be addressed in Tier III interventions).
- Identify the initial starting point for the developmental skill gap for each student using vertical skill progressions or skill trajectories.
- Develop unique course pathways for each student's skill development (Students may be grouped with the same starting point for the developmental skill and create course pathways). A list of peer-reviewed interventions will be released in fall 2015.
- Utilize progress monitoring data and observational data to adjust course pathways and pacing of skill development.
- Adjust interventions to maximize rate of improvement and share adjustments with data teams.
- Report each student's rate of improvement to monthly data team meetings and support decision making regarding student-based decisions making.

Resources:

- Basic skill screening tool based on assessment results for each student
- Survey level assessment or skill development analysis tool
- Vertical skill trajectories for reading and math
- Research-based interventions for course pathway development

Strategies:

- Small group instruction (best practice research recommends groups with less than 12 students)
- Direct and explicit instruction
- Model and practice reinforcement
- Daily formative assessments

Course Template: Tier III Intervention

Course Goal: Provide intensive supports to reduce specific skill gaps so that students' can be successful in high school content work and be ready for post-secondary options.

Course Objectives:

- Determine the specific skill gap within the following areas: reading fluency, reading comprehension, math problem solving, math calculation or written expression for each student assigned to the Tier III intervention class. Basic reading skills are appropriate to be addressed in Tier III at the high school level.
- Identify the initial starting point for the developmental skill gap for each student. It is recommended that within each of these areas the interventionist use survey level assessments to identify starting focal areas for interventions. Another option may be to purchase a structured and intensive skill-based intervention programs. A list of peer-reviewed interventions will be released in fall 2015.
- Develop unique course pathways for each student's intensive skill development (Students may be grouped with the same starting point for the developmental skill and create course pathways for the group as well).
- Utilize progress monitoring data and observation data to adjust course pacing of skill development. Avoid adjusting skill development pathways.
- Adjust interventions and use additional supports to maximize rate of improvement and share adjustments with data teams.
- Report each student's rate of improvement to monthly data team meetings and support decision making regarding student-based decision making.

Resources:

- Basic skill screening skill based assessment results for each student
- Survey level assessment or skill development analysis tool
- Vertical skill trajectories for reading and math
- Research-based interventions for course pathway development

Strategies:

- Small group instruction (best practice recommends groups with less than 6 students)
- Direct and explicit instruction
- Model and practice reinforcement
- Daily formative assessments

Appendix G: High School Case Studies

Elizabethton Case Study One (Medium-size Municipal High School)

Demographics

Elizabethton High School serves about 850 students in a city with 13,000 residents. Elizabethton High School is part of a city school district that sits in the rural Carter County in northeast Tennessee. Though the county is rural, Elizabethton is also part of a tri-cities metropolitan area of 432,000 people near the border of Virginia and North Carolina. The student population includes four ethnic subgroups and about 330 economically disadvantaged students. The school also serves 100 students who receive special education services.

Academic Performance

Historically, English language arts achievement rates have been approximately 75 percent proficient and advanced. Math achievement rates have been approximately 70 percent in Algebra I and 50 percent in Algebra II. ACT composites have had an upward trend 20.9 (2014), 20.5 (2013), and 20.3 (2012). ELA scores have had similar results over the past three years: 20.8 (2012), 20.9 (2013/2014), and math scores have shown an upward trend: 18.8 (2012), 19.6 (2013), and 20.2 (2014). Elizabethton High School graduation rates have increased over the past three years: 96.6(2014), 93.9 (2013), and 95.5 (2012).

Elizabethton High School has an emphasis on literacy programming and supporting their economically disadvantaged students.

History of High School RTI^2 Implementation

Elizabethton High School began looking at implementing RTI^2 in 2010-2011. The high school principal and the special education supervisor began having brainstorming discussions as they saw positive impacts in the elementary schools. During 2011-12, the staff created an intervention period for all students. The school offered skill-based intervention as well as other remediation courses and elective offerings during this intervention period. The original plan focused on having teachers follow students during all four years of school. This structure quickly caused conflict between an advisory focus and an intervention focus. During their first

year, Elizabethton High School also experienced teachers who didn't understand the purpose or value of intervention, and students who didn't have any accountability for the intervention period. These impacts resulted in attendance and behavior problems that caused apathy from teachers and frustration from administration. While the school used AIMSweb to identify students in need of intervention, students' schedules also did not change because of AIMSweb results. Parents and students could opt out of intervention supports. At the end of the first school year, Elizabethton High School saw growth in some students who had a strong intervention teacher, but the team determined that the other elements of their RTI^2 program needed some revision.

At this time, the principal attended the National Association of Secondary School Principals (NASSP) Conference and learned about several national structures for high school RTI^2 implementation. From this experience, he determined that he wanted to create a modified block rather than a true intervention period. This modified block would be a 45-minute skinny block for the following school year. A new assistant principal was hired during this school year, and part of her role became to oversee "all things RTI^2."

The 2012-13 school year featured the new RTI^2 dedicated skinny block. This skinny block provided yearlong credit-bearing courses, advanced enrichment options, and intervention courses. The skinny block occurred after lunch because the high school found that this time of day had the highest attendance rates. After lunch became an "all hands on deck" time, and all teachers were teaching during this time. This schedule also allowed Tier II, Tier III and special education interventions to occur at the same time. During the planning for the yearlong skinny block, the new assistant principal sat down with every teacher in the building. Because of the lethargy in the past year, she wanted to ensure that every teacher bought into the RTI^2 process. At each teacher meeting, the teacher was given the opportunity to identify what they wanted to teach during the skinny period. Some teachers chose to teach Spanish or Chemistry and a few chose to continue their advanced enrichment opportunities. Others bought into intervention and taught reading or math interventions. To create the 45 minute skinny block, time had to be taken away from core subjects, and this schedule has been tweaked each year to improve efficiency.

Intervention Course Design

Elizabethton's intervention practices have also evolved over time. During the last school year, Elizabethton High School decided that if they were going to make interventions a priority, then they must adhere to the screening results. If students did not meet the national percentile

cut scores, they were removed from their regular skinny block coursework and placed into a skill-based intervention. Parents were made aware of this decision well in advance of school year starting. Several announcements occurred through digital, print, and in-person communications. Despite this effort to communicate, the new "no opt out" policy caused initial frustrations from parents and students. However; this decision improved the culture of intervention. Students and teachers took the intervention process more seriously, and rates of improvement showed better quality. The 2014-15 schedule also aligned planning periods around content areas, and teachers started having dedicated time to discuss student areas of need. This strategy helped RTI^2 discussion and preparation. Finally, the high school gave an additional RTI^2 period to one English language arts teacher and one math teacher. While both teachers were offered an additional period, the math lead teacher chose not to accept the additional period. For the 2015-16 school year, both teachers plan on taking the extra RTI^2 planning period. These teachers became the RTI^2 lead teachers for reading and math. In their role, they were responsible for managing data files, creating course outlines and organizing high-quality resources for other intervention teachers. The lead teachers provided cohesive and consistent support for teachers and management for student records that the assistant principal could not manage in past years. One of the sample course outlines is included on page 31. These teachers provided a cohesive structure to the intervention structure.

Over the past several years, the high school assistant principal had intermittent discussions with the elementary RTI^2 coaches. Most of the conversations have been in regards to transferring records, screening data and intervention files. However, for the 2015-16 year, the district will re-purpose curriculum coaches so that each building (including the high school) has a curriculum coach to oversee RTI^2. During the 2015-16 school year, the curriculum coach will oversee the work of the interventions that had been occurring with the assistant principal and lead teachers. The district curriculum coaches will also meet regularly and facilitate stronger development and sharing of intervention practices across all of the schools in the district.

Data Team Practices

The data team has also evolved over time as the building culture and capacity for RTI^2 practices has evolved. At the onset of RTI^2, the building principal played a strong role in developing the RTI^2 data team. Over time, the assistant principal became responsible for RTI^2, and she led data team work. Additional administrative support fluctuated over time in these meetings, but the consistency of the assistant principal responsible for RTI^2 has been a key factor for the continuity and effectiveness of data meetings. In the future, the RTI^2 coach will likely run data team meetings and involve the assistant principal when necessary. The current RTI^2 data team includes: guidance counselors, English language arts teacher (Lead RTI^2 teacher),

math teacher (Lead RTI^2 teacher), and the assistant principal. The data team also uses strict norms and protocols to ensure that meetings are focused and efficient, yet also student centered. (See the guidelines and norms for this data team on page 10).

The data team meets after each screener is given. All students are universally screened three times a year, and the high school plans to continue this process for the 2015-16 school year. The data team uses the screener information to place students in an RTI^2 course or to remove a student from an intervention course. The team discusses each student's placement and determines causes for scores and what other appropriate supports may be necessary.

In the beginning of data meetings, student decisions were made solely based on screening scores and judgement decisions of the team. Now, the team pulls the permanent record of each student prior to the meeting and makes copies of the student's four-year plan and the student's testing information. They also pull student information reports from Skyward, the student's economically disadvantaged status (a focus area for the school) and if the student also belongs to an ethnic subgroup. Some students can be eliminated before the students are placed on the data team meeting based on exclusionary criteria. The data team uses these multiple data sources to make appropriate decisions about what academic and nonacademic supports should be included. For example, a student may need additional supports because he is economically-disadvantaged and needs additional academic supports or may need other wrap around services. The lead math and English language arts teachers also speak with the core teachers and gain course performance information and share these notes during the data team meetings. Finally, the four year plan is shared by the guidance counselor, and this plan provides crucial context on balancing graduation requirements with intervention courses. This year, the team also decided to include previous testing information, and this information was extremely valuable to determine trends and depths of skill deficiencies. Students receiving special education students are also eliminated from data discussions. These students receives data meetings and support decisions through the special education schedule and special education team structures.

Data Focus Areas

Elizabethton continues to rely on teacher knowledge and teacher-created resources. Any extra resources and funds have been earmarked for intervention resources but the teachers continue to need additional support in intensive reading and math intervention training, free or inexpensive resource selection, and streamlining intervention pathways for students. Elizabethton High School hopes that a dedicated RTI^2 intervention coach will help to develop this skill depth and coordinate resources as well as connect with elementary RTI^2 coaches to continue to refine intervention practices at the high school.

Stewart County High School (Medium-size Rural High School)

Demographics

Stewart County High School serves 655 students in a county with 13,400 residents. This county is rural and situated in north-central Tennessee just west of Clarksville. The student population has limited diversity with 93.6 percent falling in the white ethnic subgroup, and the high school population includes 44 percent economically disadvantaged students. Thirteen percent of their student with receiving special education services.

Academic Performance

Historically, English language arts achievement rates have been approximately 82 percent in English I and 72 percent in English II. Math achievement rates have grown over three years to approximately 85 percent in Algebra I and 63 percent in Algebra II. ACT composites have shown growth over the past four years: 18.7 (2012), 19.5 (2013), 19.5 (2014) and 19.8 (2015). ACT English language arts scores have had growth to a current score of steady growth from 17.3 to 19.2 over the past four years. ACT math scores have shown an upward trend as well: 18.7 (2012), 19.4 (2013), 19.4 (2014) and 20 (2015). Stewart County High School graduation rates have increased overall in the past three years: 96% (2014), 98% (2013), and 93.3% (2012).

History of High School RTI^2 Implementation

The district began implementation of RTI^2 practices in 2012-2013 school year, and focused on elementary schools in the first year. The high school began planning for RTI^2 in the spring of 2014. The first priority for the high school principal and instructional supervisor was to create a daily time for high school RTI^2 practices. The high school principal created a skinny period in a traditional trimester schedule. They had to take a few minutes from each of the class blocks to create this skinny period time. During the 2014-2015 school year, the skinny period occurred before lunch every day and incorporated tiered interventions, remediation and enrichment options. The building made the determination to create Wednesday as a meeting day. During the Wednesday skinny block, students meet with their club or athletic advisors. Students in intervention continue to have intervention on Wednesdays. The skinny period

utilized an “all hands on deck” approach. All English language arts teachers taught intervention, and all math teachers taught interventions. Other teachers provided grade-level specific enrichment. For example, freshman received high school readiness skills such as note-taking and conflict resolutions, sophomores received drug awareness and study skills, juniors received ACT prep, and seniors received “life after high school” courses.

The principal had to reinforce with each staff member the importance of the skinny block and had to help staff understand how losing a few minutes would help all students in the long run. He also had to reinforce the expectation that all teachers would design their curriculum and ensure that it was effectively delivered during this skinny period. His efforts to reinforce these two concepts have been reinforced in several year-end outcomes. Stewart County High School received significant positive impact from their junior ACT score enrichment coursework. Their ACT scores in math, science, English and the composite went up significantly. The principal directly attributes the growth to the daily ACT focus with juniors. The high school also saw several positive impacts of the senior enrichment as well. They had high success with TNPromise applications, FAFSA completion and scholarship work. The principal has stated that he has to continue to reinforce enrichment expectations with his teachers to ensure that all teachers are providing strong wrap around supports for all students during this skinny block. This area will be a focus of his for the next school year.

Intervention Course Design

The high school administration selected one English language arts teacher and one math teacher as RTI^2 coaches. The district office earmarked funds to pay each teacher a stipend. These teachers had training in foundational skills and had backgrounds in working with at-risk students effectively. The English language arts teacher helped design the work for multiple levels of skill-focused classes. She utilized a great deal of the content from the state-wide reading course and the reading intervention course. She also worked closely with her CORE Office English language arts consultant to find effective resources for each of the intervention teachers. Each of the English language arts teachers assigned to teach intervention also completed the state-wide reading intervention course. The lowest interventions focused on phonics skills and used a great deal of interactive materials from Florida Center for Reading Research. This intervention served six students and mixed general education students with students who received special education services. Then, the next intervention level focused on fluency. This teacher used materials on cold reading and repeated readings to help student improve fluency speed. Students also worked on comprehension skills and phonics reinforcement during this intervention, but the focal area was improving fluency. This class used a great deal of fluency passages, basic comprehension questions, and interactive whiteboard phonics activities. The next several levels of intervention focused on varying levels of comprehension and fluency interventions. The teachers used a variety of resources to focus on

developing these skills including NewsELA and Readworks. These groups included twelve to fifteen students.

Math interventions are still being developed, but the students work on numeracy, calculations and application practice skills. This team is working to analyze easyCBM results to find appropriate re-teaching elements. The development of math interventions will be a focus area for the next year.

Data Team Practices

Stewart County High School's data team consisted of one assistant principal, the English language arts RTI^2 coach, and the math RTI^2 coach. Originally, Stewart County High School planned to focus solely on ninth grade, but after their first data team meeting, the high school team realized that they could incorporate ninth and tenth graders. They analyzed easyCBM universal screening data and realized students were not performing on grade level. Instead, both ninth and tenth graders students performed in the lowest percentiles. The universal screening data helped the team create the original intervention skill groups, and the team grouped students by their skill need instead of assigning them a specific tier. This structure allowed the team to mix students with learning disabilities to be mixed with general education students and focus on similar skill needs.

Then instead of labeling interventions by tiers, they have aligned student groups through the intensity of skill need and offer a variety of different skill-focused interventions that become more intensive with the student's identified skill need. They are still working to effectively use progress monitoring data to ensure that students are making progress within these skill groups; however, teachers have developed internal progress monitoring tools that help them adjust intervention content and pacing. This internal progress monitoring and adjustment is monitored by the RTI^2 coaches. The data team is working to develop ways to use their easyCBM tools to support analyzing students' rate of improvement and make more formal decisions about skill-group placement, movement between skills groups and exiting students to enrichment options. Their goal is to use the external progress monitoring data to reach best practice recommendations.

Continued Focal Areas

Stewart County High School is still working to refine their enrichment content. Teachers were given the freedom to design and determine appropriate student rotations. The principal

has stated he will increase his presence and messaging to help improve the quality of these experiences in every classroom.

Stewart County High School is also working to develop a wider range of math interventions that support specific skill areas in the same way that they have a range of interventions in reading.

Stewart County High School will continue to work on their progress monitoring work and refine these practices to facilitate student movement between skill groups.

LaVergne High School Case Study

Demographics

LaVergne High School serves 1,831 students in Rutherford County with 281,029 residents. This county is suburban and situated in middle Tennessee. The student population is diverse with 40 percent Caucasian, 33.4 percent African-American, 22.6 percent Hispanic, and 3.8 percent fall in the other category. The high school population includes 60.3 percent economically disadvantaged students. Ten percent of the students receive special education services.

Academic Performance

Historically, English language arts achievement rates have been approximately 76 percent in English I and 71 percent in English II. The math achievement rate for Algebra I has grown to 79.8 percent and Algebra II is 43.9 percent. ACT composites have been the following: 18.13 (2012), 17.6 (2013), and 18.3 (2014). ELA scores have had similar results over the past three years: 17.5 (2012), 17(2013), 17.9(2014), and math scores have the same trend: 17.6 (2012), 17.2 (2013), and 17.7 (2014). LaVergne High School has maintained a TVAAS Composite Score of a 5 for the last three academic years. LaVergne High School graduation rates have increased significantly in the past three years: 96% (2014), 91% (2013), and 89% (2012).

History of High School RTI^2 Implementation

The district began implementation of RTI^2 practices in 2013 – 2014 school year and focused on a pilot group of elementary and middle schools in the first year. The high school began planning for RTI^2 in the spring of 2014. The district chose three high schools to serve as pilot schools for the RTI^2 for the 2014-2015 school year. To support this implementation, each of the three high schools was given a teaching position for an English language arts interventionist. Each high school was given the autonomy to create a schedule that supported all levels of RTI^2 implementation. LaVergne High School and the other two high schools followed the district plan and focused only on freshman students and on reading interventions for the first year. LaVergne High School has an eight period day that allows some elective flexibility. They also run an extended lunch period that provides additional scheduling flexibility for interventions at every grade level.

First, the LaVergne High School principal focused on providing time for Tier II intervention. This intervention time was built into the school's master schedule during an extended lunch time for each grade level. Each grade level has a fifty minute lunch period. The schedule was developed in a way that allowed for students and their classroom teachers to be available for intervention for 25 minutes every day during students' allotted lunch time. The district chose to take a standards-based remediation focus to Tier II intervention. This remediation time met the needs for Tier II intervention students in all grade levels. Students also had the option of enrichment activities in the library or the gym, but most preferred the free social time in the cafeteria.

Next, the principal selected an interventionist for the Tier III students in ninth grade. This teacher was a former middle school English language arts teacher with experience in skill-based intervention and a strong desire to work with at-risk students. The interventionist then went

through the two-day, state-designed reading course and a series of trainings on how to teach skill-based instruction versus standards-based instruction. She used these experiences to design her intervention course. She was also provided weekly coaching support by a district RTI^2 coach. This district coaching support served as a fundamental component for success within the program.

The district office analyzed screening data using an early warning intervention template that included four academic indicators. This list was given to the high school. LaVergne High School used the district list as a starting point for identifying students. They analyzed each student and the student situation to determine placement for students into intervention. The interventionist was given a group of approximately 50 students broken into five class periods at a variety of ability levels. Each class used the state-approved course codes. Each of these students had not acquired the necessary skills to move out of the Tier III intervention. The teacher used Aimsweb as a bi-weekly progress monitoring tool. Due to the structured progress monitoring, the teacher, student, parents, and administrators were able to keep track of the extensive amount of learning taking place, and the benefits of Tier III intervention were quickly obvious. The interventionist took some time in developing strategies to teach skill-based interventions, and the students struggled with the concept of focusing on skills. However, by the end of the school year, both the teacher and the students were experiencing tremendous amounts of success.

Intervention Course Design

In a RTI^2, Tier III classroom, students worked individually or in small groups on activities that allowed students to practice reading skills. All activities that students participated in were tiered to their individual level and focused in order to address specific areas of deficit. Students have been grouped together by detailed skill levels. The students were assessed in August and at the beginning of the second semester using: Aimsweb Oral Reading Fluency, Aimsweb Reading Comprehension Assessment (MAZE), the McLeod Reading Comprehension Assessment, and the Critchlow Verbal Language Assessment, the San Diego Quick Assessment, and the Phonics and Work Reading Survey from the LETRS program. Professional judgment and observations were also used when determining groups and deficit areas. Students were placed into groups once the assessments were completed. Students remained in these groups until December. Students' half year progress helped determine continued placement in the Tier III course. In January, students who showed significant growth were able to move groups. Students were given the assessments in May to determine their total growth over the year.

Students were placed into five groups: Group A, Group B, Group C, Group D, and Group E. Each group had a specific daily activity rotation based on the needs of the students within the groups. For example, if students in Group A needed to improve their reading comprehension, they were allotted four stations a week that focused on different reading comprehension strategies. Students in Group E needed to improve their phonemic awareness and were given approximately four phonics lessons a week. Students worked solely with their group so as to maximize deficit area improvement.

Group A was comprised of students who were reading at approximately an eighth grade level and were progress monitored for eighth grade reading comprehension with the Aimsweb MAZE prompts. Group B was comprised of students who were reading at approximately the late-seventh grade range and were progress monitored for eighth grade oral reading fluency with the Aimsweb Oral Reading prompts. Group C was comprised of students who were reading at

approximately the late-sixth grade range and were progress monitored for seventh grade oral reading fluency with the Aimsweb Oral Reading prompts. Group D was comprised of students who were reading at approximately the late-fifth grade range and were progress monitored for fifth or sixth grade oral reading fluency with the Aimsweb Oral Reading prompts. Group E was comprised of students who were reading at approximately at the late-fourth grade range and were progress monitored for fourth or fifth grade oral reading fluency with the Aimsweb Oral Reading prompts. All students are progressed monitored bi-weekly. On opposite weeks, all students completed an Aimsweb 8th grade MAZE assessment. Students kept track of their progress on graphs that were kept in their personal folders. These students worked weekly on reading comprehension, fluency, writing, phrasing, vocabulary, and phonics. These students also used the computer program Language!Live three to four times a week. The principal noted that during one unannounced observation, a student proudly shared his reading level and growth. He noted that the honest sharing and positive focus on growth is a tremendous step for the student and for the culture of the school.

After the first year of intervention, only seven students lacked significant skill improvement and were re-enrolled in the program during the 2015-2016 school year in order to ensure they have the opportunity to ensure foundational skill success. New LaVegrne High School freshmen will be added to this group after screening data is analyzed. The high school will use the same data process from the preceding.

Freshman students also received a strategic reading course. This course was designed to help students build their Lexile levels. Because of the high at-risk population at LaVergne High School, eighty percent of all students took this course. On average, students made a year's growth in a semester. Other students were enrolled into a rotating enrichment elective series. Because students have an eight-period day, LaVergne High School had great deal of flexibility with course offerings.

During the 2015-16 school year, LaVergne High School will add a high school math interventionist. This math interventionist also was added from the middle school and has a background in skill-based math interventions.

Data Team Practices

During the pilot year of implementation, the purpose of the data team was to monitor the progress of the Tier III intervention class. This data was monitored to determine the impact of RTI^2 on high school students. The data team included the intervention teacher, an assistant principal, and the district office RTI^2 coach. The team spent a great amount of time progress monitoring the students, determining their skill level, and adjusting their intervention groups accordingly. This close monitoring process allowed for each individual student's skill-based deficits to be addressed as often as possible. The high school reading interventionist also shared this data and anecdotal evidence during weekly Professional Learning Community (PLC) meetings with the English I teachers. This sharing helped ensure that the high school English teachers were connected to the progress made with RTI^2, and the interventionist could check on her students' performance in their English courses.

At the end of each semester, the intervention teacher met with one of the assistant principals and the district RTI^2 coach. In this meeting, the team analyzed the progress made by each individual intervention student and determine the student needed to stay in the intervention and the group, move groups, or be exited from intervention. These decisions were all made with

the data provided through progress monitoring. At the end of the first semester, students' schedules were rearranged allowing them to be placed in the appropriate intervention classes. At the end of the second semester, the teacher, administrator, and district RTI^2 coach used the data to determine whether or not the student would continue in the class during the next academic school year. This decision also put the student on the intervention focus course pathway. So each decision was weighed heavily on the student's need to begin a CTE course pathway. All students exited would have the opportunity to have a CTE focus.

In addition to closely monitoring the progress of each individual student in Tier III intervention, content-area PLC teams determined students' needs for remediation-focused Tier II support. Due to standards-based grading policies, the classroom teachers were able to determine what standards their students were not mastering. This data provided the groupings for Tier II intervention. (This intervention occurred daily during the extended lunch period as discussed earlier). In the first iteration, students would go meet with any math teacher or any English teacher during the extended lunch. This year, this period was dedicated for all teachers, and all teachers are available. Students meet with their assigned English or Math teacher. They were held accountable for attending Tier II remediation periods by daily attendance procedures. If a student does not report, it was considered a skipped period. This structure has shown tremendous improvement in students' standards-based outcomes.

Continued Focal Areas

La Vergne High School plans to implement RTI^2 in both reading and math for the 2015-2016 school year. Utilizing the success experienced through the reading RTI^2 course, the math course will be designed in a similar method. Although achievement in both Algebra I and Algebra II increased during the 2014-2015 school year, the administration believes that the implementation of skill based instruction for struggling students in mathematics will increase proficiency.

Students do not have room in their schedule to take both reading and math intervention. Continued work around this dilemma will be a focus. The data team will also work to place students in the highest area of need. In addition, data team work will be fully developed through the 2015-16 school year. Through continued support and increased resources, all stakeholders are hopeful for an even greater amount of student growth and achievement during the upcoming school year.

Note: The principal noted how critical the district office guidance and coaching support was to the success of their first year with RTI^2. He explained that the central office really taught the high school team "how to do" skills-based intervention in a high school. They were concerned about taking on skills-based interventions with such an intense focus and such an ongoing need for standards-based achievement. With the continuous support from the district office in personnel support and coaching support, the high school felt successful in implementing RTI^2.

Overall, the principal is excited to reduce the struggles for his students and is thankful for the opportunity to reduce special education referrals.